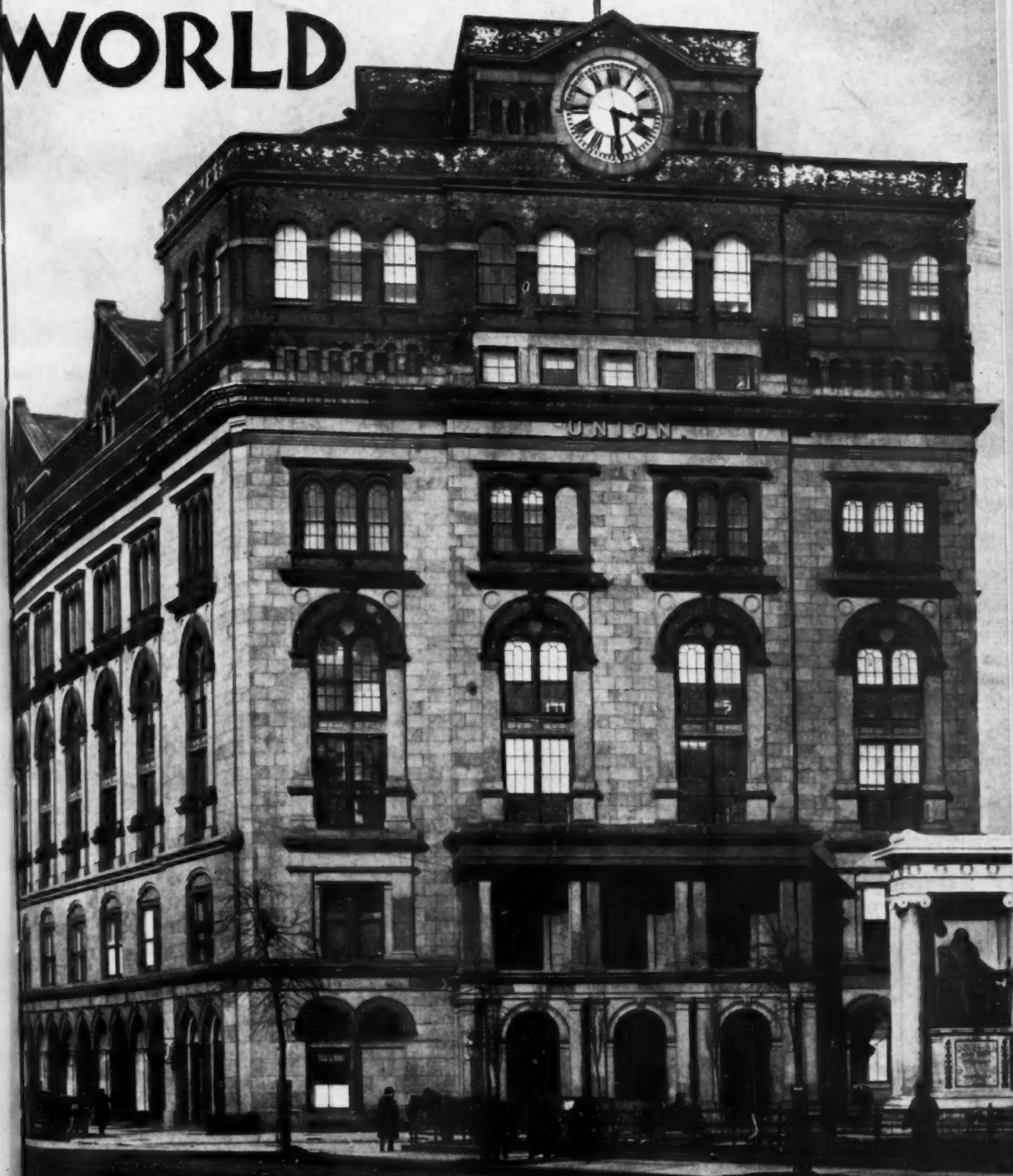


THE BUSINESS EDUCATION WORLD



COOPER UNION—A MONUMENT TO BUSINESS
VOL. XVI • DECEMBER 1935 • NO. 4



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CONTENTS

Fifty Years Ago and Today.....	Paul A. Moreland	275
Christmas Greeting.....	John Robert Gregg	278
The Story of Shorthand, Chapter XIV (Continued).....	John Robert Gregg	279
Wise Use of Typing Drills (No. 3 of a series).....	John L. Fiedler	283
Comments on Mr. Fiedler's Paper.....	William R. Foster	288
A Sound Philosophy of Business Education (No. 1 of a series).....	Paul S. Lomax	291
Effective Pupil Guidance (No. 6 of a series).....	Ernest A. Zelliot	295
Monuments of Business—No. 4, Cooper Union.....	Lillie Gallagher Young	300
Artistic Typewriting.....	Editor, Margaret M. McGinn	304
Criticism, Suggestion and Advice.....	Editor, Charles E. Bellatty	305
Office Practice at Roxbury (Continued).....	Elizabeth A. Nash	309
December Letter Problem and October Prize Letters.....	L. E. Frailey	313
Youth of Foreign Lands (Continued).....	Edward J. McNamara	319
The Idea Exchange.....	Editor, Harriet P. Banker	323
How We Teach Transcription (Continued).....	E. W. Harrison	325
National Commercial Teachers Federation Program.....		328
Direct Method of Teaching Gregg Shorthand (Continued).....	Ann Brewington	331
Supplies and Equipment News.....	Editor, Archibald Alan Bowle	333
How I Teach Gregg Shorthand, Lesson VIII.....	Louis A. Leslie	335
Typing Mastery Drills, No. 2.....	Harold J. Jones	339
Analysis of Shorthand Notes.....	Florence Elaine Ulrich	340
F. E. R. A. Clerical Workers.....	Irma Ehrenhardt	343
Commercial Student Clubs.....	Editor, Dora H. Pitts	345
Supplementary Teaching Materials (Continued).....	S. Joseph DeBrum	346
Professional Reading.....	Jessie Graham	349
Key to December Gregg Writer Shorthand Plates.....		355

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THE BUSINESS EDUCATION WORLD



Vol. XVI

DECEMBER, 1935

No. 4

FIFTY YEARS AGO AND TODAY

• PAUL A. MORELAND

Central High School of Commerce
Toronto, Ontario

The romance of commercial education as it has developed in Canada

COMMERCIAL education may properly be considered as the latest offshoot of the educational tree. While we may trace the beginning back to the eighteenth century in Vienna, yet we know that it did not receive due recognition until the twentieth century. By the end of the nineteenth century, Western Europe, particularly Germany, was equipped with a broad and efficient system of commercial education. The British Isles were surprisingly backward in this respect at the end of the century and could boast of little in the way of commercial schools. When the London School of Economics and Political Science started pioneering in this new field, Germany had 247 com-

mercial schools of various types and Belgium, France, Austria, Hungary, and Italy had well-established systems. It is no wonder that Sir Philip Magnus, a prominent British business man and writer of last century, said in noting the advance of German trade:

This advance does not appear to be owing to any falling off in the efficiency of the British workman, but solely to the superior fitness of the Germans, due exclusively to the more systematic training they receive for mercantile pursuits.

Whereas in Europe we find the State playing a prominent part in the establishment of centers for the advancement of commercial education, the situation on our

own continent finds no parallel. Private initiative, therefore, sought to provide for us what the governments of Western Europe felt to be their responsibility.

The first recorded school in Upper Canada to give instruction with a commercial trend was that of Mr. Cockrel at Newark, Niagara, in 1796. Under date of November 28, 1796, he advertised his school as follows:

An evening school will be opened in this town on Monday next. Terms: Writing, Arithmetic and Bookkeeping taught at 4s per week. The hours of attendance are from 6 to 8 o'clock in the evening.

One should not fail to mention at this point the work of the itinerant penman, who went about from place to place establishing classes and displaying specimens of his skill. In this field, the names of Silas S. Packard, H. D. Stratton and Platt R. Spencer are best known. While the work of these men was carried on principally in the United States, the influence of their labors spread far afield.

Upper Canada may boast of an itinerant penman as early as 1812. Charles MacDonnell advertised the opening of a writing school at the house of Henry Baker, Kingston, February 18, 1812. His advertisement reads as follows:

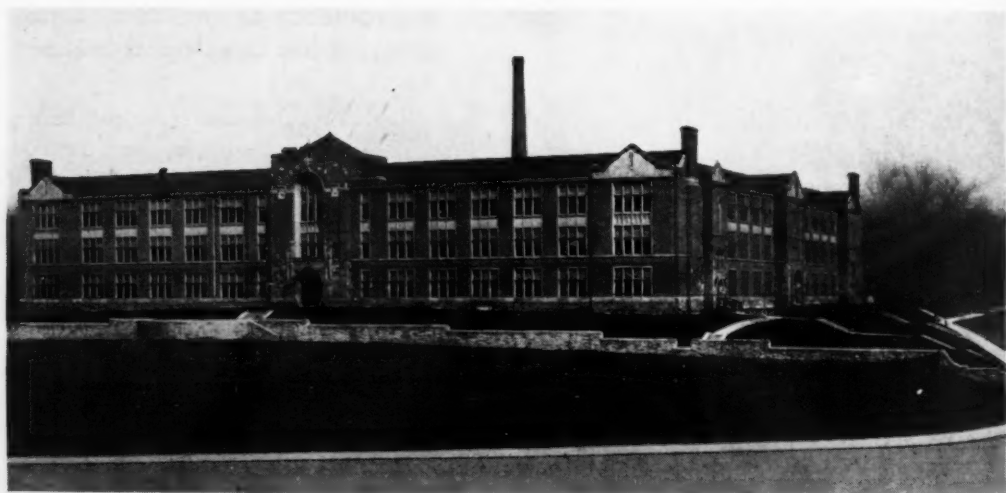
Penmanship taught by the subscriber, upon a new, improved and systematic plan, being a

short and easy way to acquire a fair and plain handwriting in a short and simple manner. There being many who are destitute of writing who have grown to the state of manhood, an opportunity is now presented,



PAUL A. MORELAND

in a course of fifteen exercises, only one hour and a half at each. Specimens showing the improvement of those who have been instructed to their perfect satisfaction may be seen at the subscriber's school room where gentlemen are invited to call and satisfy their curiosity.



WESTERN-TECHNICAL COMMERCIAL SCHOOL, TORONTO, ONTARIO.
Constructed at a cost of approximately \$1,200,000. The first school of its kind in Canada, providing under one roof industrial and commercial training for 2,400 pupils.

The first school on record to give instruction in stenography in Upper Canada carried the rather pretentious name of "The Commercial and Mathematical Academy." This school, under the direction of a Mr. W. E. Hynes, and located at No. 6, East Side of Market Square, York, Upper Canada, advertised a rather comprehensive curriculum as early as 1833. The advertisement stated that instruction was to be given "in the science of phonography such as will enable students to readily acquire a facility in accurately reporting lectures, sermons, and debates." The advertisement does not state what system was to be taught. It could not have been the Pitman system since it was not published until 1837, four years later.

In 1847 the *Globe* carried an advertisement of the Industrial Boarding School and Polytechnic Institute near Thornhill, Canada West. This advertisement reads in part as follows:

The principal branches taught in this institution are the present modes of reading, writing and spelling, the English language; also the new mode with phonographic and phonotypic which is making such rapid progress in England and America.

The proprietor, a Mr. J. Wilson, evidently made an attempt at high-pressure salesmanship when he advertised his rates at 10 pounds per annum, or 30 pounds for 7 years to be paid in advance.

Most of these special type academies were pretentious in name only. The instruction was of the most rudimentary type, dispensed only too often by the proprietor-teacher whose sole interest was to collect the fees in advance for as long as seven years, if possible. Consequently these schools never had a large following and made little contribution to the cause of commercial education.

By the middle of the century there were many factors assuming definite shape that were sooner or later to bear fruit. The period from 1841 to 1871 was one of great expansion. The population increased from 456,000 in 1841 to 1,620,000 in 1871, an increase of over 350 per cent in 30 years. The canal development, the introduction of the telegraph, the cable, the uniform postage rate, the rail-

way building era, the steamship, etc., all quickened the pulse of our business life and brought about a revolution in transport and communication quite as drastic as that effected by the modern aeroplane, motor car, and submarine. The application of these inventions sent a pulsating surge throughout the length and breadth of the land, which affected all classes of people and created a multitude of new occupations never dreamed of before.

Most of these new occupations were mercantile in nature and demanded workers with certain definite skills and experiences which the old apprenticeship system could not easily supply, and which the classical schools were not interested in supplying. These factors combined to provide an enlarged sphere of usefulness for the business college.

The first business college in Upper Canada, the British-American, was established in Toronto in 1860 by Professor Isaac Bates. This early school (now out of existence) did some worthy pioneering work.

(To be continued)

Teachers of the Great

THE Illinois State Teachers' Association is going to place a modest stone in a roadside cemetery near Petersburg, Illinois, to mark the grave of Mentor Graham. Why? Because a man by that name found time, amid his duties as teacher of the village school in New Salem a century ago, to give pointers on books to read and things to study to the homely, gangling clerk in Offcutt's general store. He was, in short, Abraham Lincoln's counselor at the turning point. The Illinois teachers, we may be sure, would be the last to make the boast that a prairie schoolmaster bore the lighted taper from which Lincoln's great beacon caught its flame. Theirs is a profession of modesty and work and patience, and their remembrance of Mentor Graham is merely a quiet salute to a fellow worker. What the rest of us know is that some day someone will write a book about the teachers and tutors of great men and pay a debt of recognition long past due.—*St. Louis Post-Dispatch*.



Y FRIENDS—

for so I like to think of all our readers—I came across a sentiment from the pen of that great and inspiring teacher, Henry Van Dyke, that exactly expresses my feelings as Christmas draws near:

I am thinking of you today because it is Christmas, and I wish you happiness. And tomorrow, because it will be the day after Christmas, I shall still wish you happiness; and so on clear through the year. I may not be able to tell you about it every day, because I may be far away; or because both of us may be very busy; or perhaps because I cannot afford to pay the postage on so many letters, or find time to write them. But that makes no difference. The thought and the wish will be here just the same. In my work and in the business of life I mean to try not to be unfair to you or injure you in any way. In my pleasure, if we can be together, I would like to share the fun with you. Whatever joy or success comes to you will make me glad. Without pretense and in plain words, good will to you is what I mean, in the Spirit of Christmas.

May the spirit of that sentiment be with all of us, not only at Christmas, but throughout the New Year—and always.

THE STORY OF SHORTHAND

• By JOHN ROBERT GREGG, S.C.D.

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Chapter XIV

SHORTHAND AND RELIGIOUS FREEDOM

I

THE most notable, and probably the most skillful, of the early writers of shorthand in America was Roger Williams (1599-1683), founder of Rhode Island. It is said that an Indian Bible belonging to him, in which there are annotations in shorthand, is still preserved by one of the historical societies of New England.

Roger Williams' fearless advocacy of individual opinion in religious matters led to his persecution and banishment from the Massachusetts Bay Colony. He was condemned as a "troubler of Israel" because he denied the rights of the magistrates to have jurisdiction over matters of conscience. In brief, the magistrates condemned him for voicing the very principles for which they themselves had suffered persecution in England! Every reader of history is familiar with the fact that a persecuted minority on attaining power frequently become more intolerant and despotic than those against whom they rebelled.

Accompanied by a few adherents, Williams escaped in the midwinter of 1635, and after wandering in the forests and suffering almost incredible hardships, he reached the shores of Narragansett Bay, where he founded the first settlement in Rhode Island, to which, in remembrance "of God's merciful providence" to him in his distress, he gave the name of Providence.*

2

It is conceded by all historians that Roger Williams was the first and foremost exponent of absolute freedom of religious opinion and practice in America, and that Rhode Island, of which he was preeminently the founder, was the first colony to adopt this principle in its charter. The settlement of Rhode Island, in fact, had for its basis complete religious toleration with a view to its becoming "a shelter for persons distressed for conscience." The declaration of freedom of religious opinion and practice, which Roger Williams embodied in the charter of the Rhode Island Plantations, was afterwards copied by the state constitutions of the new republic.

* "The compass by which he steered his way through the wilderness and the Williams' Bible with marginal notes in shorthand may be authentic. At any rate these relics have an historical interest apart from their association with Mr. Williams."—Preface to "Roger Williams: A New England Firebrand," by James Ernst, 1932.

Accustomed as we now are to religious toleration, it requires an effort of the imagination to realize how much that declaration meant to the solidarity of the new nation and for the welfare and happiness of its citizens. Human liberty, freedom of thought, freedom of speech, and the freedom of the press are so well established nowadays that we sometimes forget the efforts and sufferings of those who fought to win these privileges for mankind. It is only when we are deprived of any of them that even a partial appreciation of what we owe to the pioneers of freedom manifests itself.

It was not merely in words that Roger Williams gave force and vitality to the faith within him. His whole-hearted and sincere devotion to religious freedom was exemplified in his public acts. When some Quakers were arrested at Providence and brought before him for trial, he peremptorily dismissed the case against them, although he was violently antagonistic to the Quakers, as evidenced by his pamphlet attacking George Fox, the founder of that sect, under the title, "George Fox Digged Out of his Burrows."

3

An interesting thesis might be written from the premise that the establishment and perpetuation of religious freedom in America were very largely due to the fact that Roger Williams was an accomplished shorthand writer. To one who has not previously considered the subject, this may seem to be the assumption of a shorthand enthusiast and without warrant in fact. May we ask the reader's indulgence while we present the facts on which this suggestion is based.

Those who believe in the far-reaching influences that early impressions and early associations exercise upon men's lives will be interested in tracing the origin of the lifelong and passionate devotion of Roger Williams to freedom of conscience in religious and other matters—a devotion all the more remarkable because of the somewhat intemperate and headstrong nature of the man and his rigid theological views.

Every boy is a hero worshiper, and to Roger Williams the greatest hero of his time was Sir Edward Coke, who was not only the foremost lawyer of his time but the most effective interpreter and most resolute defender of the great common law of England, which he maintained in the courts of chancery, the ecclesiastical courts, and even against the royal prerogative. When the



ROGER WILLIAMS

king went in person to the courts to insist that the royal prerogative was above discussion, all the judges fell on their knees seeking his pardon. As Sir Edward Coke, then Attorney-General, remained obdurate in his opinion that the common law and the rights of the people were superior to the royal prerogative, he was promptly dismissed from office. Afterwards, he was elected a member of Parliament, and on December 18, 1621, he presented the famous petition "insisting on the freedom of parliamentary discussion and the liberty of speech of every individual member." In consequence of this, with Pym, he was sent to the Tower, but was released the next year. Still later he drew up the great Petition of Right, which has often been described as the "Second Magna Charta."

4

We have briefly sketched the career of Sir Edward Coke to establish the fact that, with all his faults—and he had many—he was throughout his life a stalwart, unbending champion of freedom of opinion and the rights of the people. Now we come to the relationship between Sir Edward Coke and Roger Williams. A few months before his death, the Honorable Oscar Straus was kind enough to allow the writer to peruse his own copy of his book, "Roger Williams, the Pioneer of Religious Liberty," which was then out of print. In his book, Mr. Straus records this very interesting fact:

The most authentic data respecting the early years of Williams are from Mrs. Sadleir, the daughter of Sir Edward Coke, the great lawyer and legal writer, who, in a note appended by her to one of Williams' letters addressed to her, wrote:

"This Roger Williams when he was a youth, did, in a shorthand, take sermons and speeches in the Star Chamber, and present them to my dear father. He seeing so hopeful a youth, took such a liking to him that he sent him into Sutton's Hospital, and he was the second that was placed there;* full little did he think that he would have proved such a rebel to God, the King, and his Country."†

In the light of this quotation let us try to reconstruct the episode thus briefly recorded, and then trace its subsequent influence upon the career of Roger Williams, and through him upon history.

* Sutton's Hospital is now the famous Charterhouse School.

† MS. letter of Roger Williams to Mrs. Sadleir in the Library of Trinity College, Cambridge. Publication of the Narragansett Club, Vol. VI, p. 252.



SIR EDWARD COKE

The young Welsh boy had somehow acquired a practical knowledge of the art of shorthand writing, which then had the attraction of novelty and mystery; and in the light of the extraordinary gifts he afterwards displayed in the mastery of Greek, Latin, Hebrew, and later the Indian tongues, it is reasonable to suppose that he had exceptional aptitude for the study. Incidentally, it is also reasonable to suppose that his knowledge of shorthand was of great assistance to him in the acquirement of the classic languages. Somehow, he had an opportunity to report the speeches of Sir Edward Coke in the Star Chamber, which was "the Crown Court where offenders against the Crown were summarily tried and justice dispensed by arbitrary authority instead of following the regular legal processes." One can readily understand how the ardent nature of the young Welsh boy would respond to Coke's denunciations of the monarchical assumptions of "privilege" and "prerogative"—born as he was of an unconquered and unconquerable people, in whose breasts a passionate devotion to liberty had been kept alive by their national bards from time immemorial. Fired with boyish enthusiasm, he sent a transcript of the speeches to Sir Edward Coke, as stated by the daughter of the famous lawyer and expounder of the common law of England. Even in our day, when reporting is so common, an orator would have to be of the stuff of which orators are not made if he were insensible to such a tribute. We venture to think that the great novelty of the act at that time, as well as the pleasure derived from the perusal of his speeches, made a profound impression upon Sir Edward. The brief notation by Mrs. Sadleir shows that her father sought out the boy and "took such a liking to him" that he sent him, in 1614, to what is now known as the Charterhouse School. Afterward Sir Edward Coke sent him to Pembroke College, Cambridge, from which he received his degree in 1627. Three years later he came to America.

(To be continued)



Education for Citizenship

IN January, 1933, while Dr. John W. Studebaker was superintendent of schools in Des Moines, with the cooperation of the American Association for Adult Education, a subsidiary of the Carnegie Foundation, he instituted a five-year experimental program of public forums for the discussion of subjects of vital interest in sociology, government, and international relations. In the first two years, nearly twenty per cent of the adult population of Des Moines heard experts speak, without bias, on national and international topics.

Today, as United States Commissioner of Education, Dr. Studebaker sees in these forums, conducted on a broader scale, the

way to preserve democracy. Dr. Studebaker believes that the greatest danger today is the threatened disintegration of popular government through the inability of American citizens to deal intelligently with the complex social and economic problems which they face. His proposal, therefore, is to establish about twenty forum centers in selected communities throughout the United States. These are to be patterned after the Des Moines forums. After these forums have been conducted for a year, their operation under varied conditions will have been studied and necessary changes made. Dr. Studebaker suggests that the number of forums be doubled in the second year and doubled again the following year.

WISE USE OF TYPING DRILLS

• JOHN L. FIEDLER

Associate Professor, School of
Commerce, St. John's University
Brooklyn, New York

The third article of a series in which ten
authorities on the teaching of typing
give helps for solving classroom problems

A TYPING drill is generally recognized as a repetition exercise which seeks to initiate, improve and fix some particular skill in order to assure its functioning as a habit. To meet this skill-building need, writers of typewriting texts have supplied us with a generous variety of drill material organized around central cores of purpose. Clem classifies all this material under seven different headings, and states that each should be practiced with an understanding of what it is supposed to do in the development of good technique. This paper is a plea for a general realization of this fundamental purpose—that drills are to be used with an understanding of what they are supposed to do.

Practice Makes Perfect?

The writer has so frequently observed classroom instruction in which the material of the lesson, the drill exercise, has been accepted as magically effecting skill improvement through mere repetition practice, that doubt has arisen in his mind as to the general recognition of the fundamental purpose of these drills. The old saw, "Practice makes perfect," has misled many typing teachers. Practice apparently has signified repetition, and repetition has never made perfect anything other than what is repeated. That is, if we repeat a skill in distorted or uneconomical form a thousand times, what have we gained? Only additional facility in perfecting the skill in distorted or uneconomical form. We have learned the better how to work ineffectively. And one need only go back to the days when the teacher of stenography or bookkeeping taught his subject in one room, and through a glass partition *supervised* the typing class in an adjoining room, to find this method glorified.

The pupils wrote ten lines of this and a perfect copy of that, and handed in the resulting budget which was rated purely in terms of the quantity and accuracy of the finished product without consideration for the manner of performance. The result was all-important—the process of production was of slight concern, although the pupils were supposed to keep their eyes on the copy and use the "correct fingering."

Progress has been made. Typewriting teachers are now specially trained for the work; they are assigned to give their full and undivided attention to the instruction. The subject has been dignified. And yet—let us consider the case of this beginning teacher.

The aim of the lesson was to teach the index finger strokes. Material had been selected to require ample and varied repetition. The class was diligently typing the assigned material. The teacher was actively walking about the room, seeing that all kept busy. Occasionally she admonished: "Sit up straight. . . . Keep your hands up. . . . Try for better rhythm. . . . Use a sharp stroke. . . . Try that again and see if you can do better. . . . Practice the words which you wrote incorrectly. . . . Don't look at your fingers. . . . Keep on practicing and you'll get it."

After the lesson the teacher was asked, "What are you teaching today?" Surprised at the question because the answer seemed so obvious:

"Why, the first-finger strokes! We have had a concert drill on this material, and then I assigned group work so that each might practice at his own level of ability. During this part of the work, I walked around the room and gave individual help."

"The aim of your lesson, then, was to teach the pupils how to stroke with the index finger?"

"Yes."

"And how did you accomplish this?"

"Well, I have just explained it to you. All the material assigned for practice was first-finger letter combinations and words."

"But what have you taught? What have you done in addition to organizing the routine of the work? Have you used the material of instruction as a means of developing the proper manipulative technique in the index-finger strokes, and have you considered the drill exercise fundamentally as an avenue through which this proper technique might be effected, and have you made the finished product secondary in importance to the method of production in your own mind and in the pupils'?"

"But I did tell them what keys to stroke with the index fingers."

"And did you tell them how?"

The Purpose of Drills

Let us go back to the quotation of Clem to find the purpose of drills—each drill should be practiced with an understanding of what it is supposed to do in the development of good technique. This is the crux of the whole matter. As teachers of typewriting skill, we need to know in considerable detail just what good form is so that we may use each drill exercise for its avowed purpose—the development of some particular element of good form. The teacher described above, then, should have had in mind definite criteria of good manipulative form; in the statement of aims, such criteria should have been set up for the class as a whole; and in the subsequent group work, each pupil should have been guided individually to remedy his particular weaknesses in terms of the general standards.

It would seem in order, now, to list some of the items of manipulative skill which should have been set up as lesson goals and developed in terms of the accepted steps in skill building. These elements of technique may be briefly stated as follows:

1. The pupil should sit erect in a comfortable position, in order to lessen fatigue and to assure a businesslike posture.

2. The pupil should sit square with the machine, with the upper arms resting lightly against the

body, and the index fingers parallel, that the keys may be struck directly from above rather than obliquely from the side.

3. The fingers should be curled with the second joint approximately over the guide row and the finger tips resting upon the center of the guide keys. This minimizes reaching and promotes accuracy. In action, a stroke should not be considered satisfactorily made unless the finger tip hits the key in dead center.

4. The palms of the hands should be parallel to the keybank and should feel close to the keys. Special attention should be given the curl of the index finger and the small finger. If either is straightened, the palm is forced away from the keybank, and unnecessary arm action in making the upper and lower reaches is introduced. The curled finger position is modified but not disregarded in making reaches.

5. The heel of the hand should not rest on the frame, since this destroys the natural leverage needed in key stroking.

6. The wrists should be lower than the knuckles, both when the hand is at rest, and during finger stroking and shift-key action. This promotes strong finger action and minimizes arm movement.

7. The typing stroke consists of a firm, low impact and a quick, free release. The keys should be struck, not pressed or pushed.

8. Rhythm means evenness of stroking. This implies both tempo or the regular time interval between strokes, and intensity or the regular power impact with which each stroke is made. Rhythmic writing is steady, unshaded writing.

9. The right side of the left index finger should be used against the line space lever to set the carriage in motion for a new writing line. In giving this impetus to the carriage, the hand position should be such as to permit smooth finger return to the guide keys. This calls for a fluent, sweeping motion.

10. Shift-key action, paper insertion and centering, setting the margins, etc., should be standardized and drilled in similar detail.

Economy and Accuracy of Movement

Here we have some definite elements of stroking technique. Kept in the focus of attention, they will contribute materially to economy of movement, accuracy of stroking, and the establishment of a clear-cut picture of "good form." If these elements are neglected, the pupil will develop his own technique of touch typewriting through the trial and error method.

Touch typewriting is more than typewriting with the eyes free to follow the copy and the fingers stroking particularly assigned keys—it is the name given to the most efficient means of machine manipulation now

known. Undirected learning may result in freeing the eyes and in the use of the "correct fingering"—it will not provide that fluency and ease of operation from which all body and arm contortion is eliminated and in



JOHN L. FIEDLER

which only graceful, efficient, and essential movements are retained. But directed learning should.

This stress on form and technique is not peculiar to typewriting; it plays its part in every form of skill endeavor, from so commonplace a thing as walking to the most intricate phases of industry.

We walk every day, yet we do not become better walkers as a result of the exercise except as we deliberately try to improve our manner of walking in terms of accepted concepts.

A golfer may drive a hundred balls and yet show no improvement unless he analyzes his performance in the light of a sound and thorough knowledge of stance, grip, and swing. The reports of the last National Amateur Tournament, in which Lawson Little set a world's record, characteristically abound in comments by the contestants on their own technique or form, and how it had aided their game or deprived them of distance or direction in their shots. Probably in

no game is form more vigorously examined, discussed and practiced, and certainly no game has more rabid enthusiasts.

Some time ago an article appeared in the New York *Sun*, describing the method used by Max Carey in teaching Del Bissonnette how to bunt. Its pertinence is most apparent.

"You hit that ball too hard, Del. When you hit, you had your left arm crooked and held the bat too tightly. You got too much power into it. Now, straighten out your arm and hold your bat loosely. And don't slip your left hand down toward the end of the bat until after the pitcher has released the ball."

Note the pedagogical method employed—the particularized criticism followed by detailed remedial instruction. Bissonnette then tapped a ball down first-base line. It stopped dead between the home plate and first base.

"I'll never be able to do that in a real game," said Del.

"Yes, you will. You're going to practice until you know how to bunt . . . the next time, do the same as you just did."

There is the setting for practice with satisfaction, and adequate provision for fixing the particular skill to be acquired.

We find the same painstaking analysis of pace and form in running—in dashes, distance, and hurdles—since economy of motion and energy is recognized as defining the difference between success and failure when records are at stake.

Precision in Practice

In the field of industry, we have our efficiency experts, men like Taylor, Gilbreth, and Gantt, whose life work is the search for the one best way of doing things—the quest for "good form." In fact, wherever skill is employed, keen minds are on the alert to discover best ways of performing that skill. And the job of such investigators is not considered complete until they have trained the skill workers on the job in the precise practice of the new technique. The teacher should be no less ingenious and painstaking in seeking a best way in typewriting, and then in using every opportunity that affords itself to train

pupils in the precise practice of that technique.

Bagley explains the purpose of drill to be the functioning of experience as habit. Consequently, we can only habituate what we experience; we can only fix what we practice.

The problem of drill, then, is to select the particular element of technique which is to be held in the focus of attention and apply to it the recognized rules of skill building.

Drill Must Be Rationalized

First in this skill-building process is the demand for motivation, the establishment of the need, the statement of the worthwhileness of the skill to be acquired. Klapper, in his "Principles of Educational Practice," divides the drill lesson in two parts and calls the first an explanatory period in which the facts to be habituated are rationalized and justified to the mind; the second part, he describes as the drill proper.

Drill must be rationalized—its purpose must be a convincing one—the pupil must be sold. This may well be done generally in terms of the widespread recognition of the value of form in sports and in industry. Modern business measures its output, considers time a most significant element, demands accuracy, and recognizes that the repetition of a skill in a definite, precise way without variation produces economy and certainty and efficiency. If business in its practical experience has accepted the formalization of skill as a contribution to efficient production, the teacher can do no less. If business recognizes that the smooth integration of a number of minor skills is essential to the continued activity of an entire operation, so the teacher, too, must recognize and the pupils appreciate that the end product, typewriting power, is but the integration of countless precise minor skills.

Such motivation may emphasize economy of movement, accuracy of stroking, elimination of fatigue, speed of production, attractiveness of appearance, etc. It should convincingly establish in the minds of the pupils that the teacher knows the best way and is teaching the best way, to the end that ultimate commercial performance will be on a

salable level through the use of the most efficient methods of production. Technique, once established, is with the pupil throughout the remainder of his typewriting career; it may be a millstone around his neck, painfully limiting future progress; it should be a bulwark of strength, a sturdy foundation upon which his progress may rise to the fullest realization of his native capacity. The teacher must sell technique; if successfully, the pupils will adopt it enthusiastically; if unsuccessfully, the teacher will resort to shields and aprons and despair.

Having sold the idea, the teacher sets the model; he demonstrates the skill to be acquired; he explains it and indicates the integral parts that make up the whole; he isolates difficulties and anticipates trouble. By appeal to eye, ear, and touch, he firmly fixes the goal in the focus of attention.

Convinced that the class knows where it is going and how to get there in the most effective way, the teacher permits the pupils to imitate what he has done. This part of the lesson calls for all the patience and ingenuity at the teacher's command since it is inextricably bound up with criticism. Difficulties present themselves from all angles—this pupil is resting his hand on the frame; that one holds his elbows akimbo and strokes the keys obliquely; still another is pressing, with consequent skipping and shadows.

What shall be done? Stop the class and give individual help, meantime keeping the entire group idle and restless to continue? Generally this is not the best procedure. Make the concert work a time for general supervision; let the group work which follows, in which each pupil is working independently on the problem, be the time for individual help.

The Test of Motivation

Here, however, the effectiveness of the motivation is in the balance. If the teacher has adequately established a general concept of the goal so that the class as a whole understands, a word here and there to an individual pupil may set him right. He may know what he should be doing but his attention may temporarily have lapsed. Thus the cau-

tion to him—wrist low—will have a particular significance in the light of a vivid motivating demonstration. Similarly, the suggestions—index fingers parallel—curve the small fingers—push the hand in closer to the keybank—permit the keys to recoil freely—will bring back to the focus of attention those elements which have wandered into the fringe.

The success of this device depends entirely upon the clearness of the picture the individual pupil may have of the desired form. Hence, the urgent need for making the “explanatory period” a productive one, in order that pupil and teacher may be intelligently in accord as to the outcomes desired. It is not enough that the teacher know the goals of the lesson and the desired levels of achievement, nor is it his privilege to cherish such knowledge as a personal secret. His professional duty demands that he share it again and again with his pupils to the end that he may make himself useless to them.

This imitation-practice-criticism step repeats itself in an ever-recurring cycle. It has neither beginning nor end, since its goal is perfection, and the means to the goal individualized for each one. For only as the pupil wants to improve is he able to realize the full measure of his potentialities, and this compelling urge is largely a matter of sympathetic, vigorous, expert teacher leadership.

Why Improvement Ceases

Book, in describing why learners cease to improve, lists four reasons: (1) they may feel they have more important things to do; (2) they may desire to improve but are not sufficiently interested; (3) they may need more specific direction and help; and (4) they may be unable to put forth enough effort to carry on the ceaseless experimentation and practice required to originate and fix the higher-order habits.

The first and second of these reasons are purely matters of motivation; the third is concerned with the imitation-practice-criticism step; and the fourth is a recognition of individual differences which the wise teacher handles sympathetically that the poorest student may yield his best effort. Chapter XII of Book’s “Learning to Typewrite” is par-

ticularly recommended here for a detailed account of how typewriting habits are originated and fixed.

The directed repetitive practice which has resulted from this imitation-practice-criticism cycle should establish not only a satisfactory understanding of the accepted form but a kinaesthetic feeling for its movements. Continued practice will promote that fluent habituation which characterizes the ultimate goal.

But along the route, day by day, practice must be accompanied by appraisal. Teacher and pupils must be able to recognize, in objective form, the progress made as a result of their work. This measuring device is essential in order that practice seem worth while, and that it be attended by a feeling of satisfaction. It may be very informal—through individual help, a particular pupil may recognize and admit the shorter, easier reach effected through proper curved finger position, or that the outside keys may be stroked with greater fluency and accuracy by an up-and-down reach rather than by an elbow pivot and arm motion, etc. Or, it may be a more formal measure in terms of rating on a technique analysis sheet, or a perfect copy record, or a timed job. No matter what form this measuring takes, it must be present. The pupils must know where they are going, how they are getting there, and how fast they are travelling under the teacher’s guidance. As Book says, a learner cannot become much interested in his own improvement unless he knows how much improvement he is making, and the true source of his gains.

Drill is interesting, fascinating, absorbing, if intelligently administered. It should never be drudgery. It is commonly so characterized only because all blind-alley practicing, all goalless effort, all unintelligent work is, in the very nature of things, drudgery. Only tasks with a significance challenge us.

Give the drill lesson a point; make sure the pupils understand it; lead them sympathetically and enthusiastically as they explore it; let them know frequently how well they are succeeding as a result of their effort—and the drill exercise work will be a time of serious and absorbing practice.

And, above all—pay respectful homage to motivation.

COMMENTS ON MR. FIEDLER'S PAPER

• WILLIAM R. FOSTER

East High School, Rochester, New York

MR. FIEDLER has only the highest goals in mind. But the actual attainment of all of these goals under everyday classroom conditions is quite another matter. What 100 per cent attainment can be expected of a teacher having at least five classes of from 40 to 50 lively youngsters? Many of these pupils we know are never going to be office typists; some have hands physically not well adapted to typing.

Take for instance the second element of technique mentioned by Mr. Fiedler, "upper arms *resting lightly* against the body." Our motion pictures and observation of some of the most expert typists indicate that this detail is not universal in practice. Much depends upon the physical build of the student. The teacher in this and Mr. Fiedler's following three points must beware of making an issue of relatively unimportant details "stealing the spot light."

Careful Analysis of the Group

Another fly in the ointment of perfection is that we may have wonderful drills but ungraded classes, so that while I agree with Mr. Fiedler in all he has to say regarding the necessity of purpose in back of all repetition, I wish he were more definite as to what the teacher should develop by drill and what determines the wise selection of typing drills when the teacher must keep in mind in these days of large classes that inevitably pupils of differing abilities will be in the same class. But I assume that the drills would be designed to be best adapted for the largest group in the class, rather than for the slowest or the most rapid learners. Possibly a suitable program could be worked out for both. At any rate, this calls for a careful analysis of the group. This is something that many teachers do not do.

I'm as much of an idealist as Mr. Fiedler in hoping that all the 17,000 typing teachers

in our fair land "should be no less ingenious and painstaking" than the efficiency experts, but I am also enough of a practical observer to have to admit that it is hardly true. In fact, how many of the 17,000 can type around 80 net words a minute for even five minutes? How many could do a week's typing work in a high-grade office and be complimented on the results? And yet is there any doubt in our minds that, as typing teachers, we would profit by such qualifications? But possibly efficiency experts are not supposed to practice what they preach.

Although Mr. Fiedler does not specify the extent to which repetition of drills is most effective so far as the variation of the drills is concerned, their proper time spacing, and rest or relaxation periods between repetitions, nevertheless I assume he would have this in mind in the preparation of the drill material. Let me quote Koffka here as he explains James's famous "We learn to skate in summer and to swim in winter."

I mean a sort of "latent" learning, the fact that the performance after an interval of rest is often better than at any previous learning period. If this effect, which many people will probably confirm from their own experience, is found to be a true fact, it would indicate that the traces have changed during the rest period in such a way as to produce better performances, and that means in the direction of greater stability. This assumption would also explain one of the best established facts of learning, viz., the advantage of distributing the repetitions over a long period of time as compared to their accumulation in a few blocks. All this is hypothesis, but an hypothesis which really explains the acquisition of skills. No doubt it is an abstraction, inasmuch as virtually no skill is so simple that it is improved by progress in one direction only.¹

Let us consider the subject of drills from the long range point of view as well as the short. The so-called law of frequency is but a reflection of the still prevailing notion

¹ Kurt Koffka, *PRINCIPLES OF GESTALT PSYCHOLOGY*, (New York: Harcourt, Brace & Co., 1935), pp. 555-56.

that practice makes perfect. But many kinds of learning do not require repetition. In memorizing, for instance, one use only of a set of connections may be sufficient. Even in motor learning, repetition is most effective only when the skills are very complex in nature; the simple ones may be acquired almost at once. In fact, in some cases repetition hinders an increase in skill. Note, for example, Dr. Knight Dunlap's method of correcting his error of typing "hte" for "the" by consciously practicing "hte."² (His method is quoted with seeming approval by such psychologists as Murphy, Koffka, and Griffith.) Consider the dictum contained in Mr. Fiedler's first sentence as to what a typing drill should be. Do you imagine we should "initiate, improve, and fix" the following practices in order to *assure their functioning as habits*?

1. Throwing the carriage at line ends without the conditioning effect of the sound of the bell.

2. Writing nonsense combinations forever, or words on the letter-by-letter level, with or without the Victrola, tends to perpetuate nothing but just these low levels of skill.

3. Victrola practice with its simple rhythms may be so abused that it is not possible for *any* pupils—not just the best—to write at their highest rate.

Let me mention such other practices as an "anchored" hand position in early instruction, looking to some extent in the beginning work, shifting to a three-count, saying a drill in concert letter by letter. It may be that not all teachers do all of these, but nevertheless some of these practices prevail. I feel sure Mr. Fiedler would not want to put these practices on an automatic basis habit; but that he has in mind Dunlap's important principle, "The function of practice is to modify response." For we must carefully distinguish between skill and habit, between the learning process and the learned process. The learning process is an intensive one with the aim not of merely repeating the best previous performance, but of consciously aiming at improvement. The second experience is not like the first, although somewhat similar and familiar.

² Knight Dunlap, *HABITS, THEIR MAKING AND UN-MAKING*, (New York: Liveright, Inc.), pp. 228 f.

Habits can be useful to us only when we wish to fix the original learning situation. The point I wish to force home is that there is a danger of going too far with some of our drill work. We err grievously in repeating some things too many times. As Koffka points out, we should stop and think twice before we decide to use drill procedures because we narrow possibilities by drill. But also remember, if we decide on drill, as Dunlap points out, that many things our pupils learn need to be unlearned speedily.

The "ever-recurring cycle" certainly rolls around, but what of the drills to be used on each recurrence of the cycle? Are they to be the same drills with the same purposes? Whether the use of a certain drill in the "ever-recurring cycles" is wise depends on the cycle the pupils are in. Woodworth, who designates himself as "somewhat conservatively inclined," says:

With reference to effort, we may distinguish three stages of practice: the initial, exploratory stage, the awkward and effortful stage, and the skilled and free-running stage.³

It seems to me we should regard our drill problems as falling into this classification.

1. *The initial, exploratory stage.* Here we get immature, rather than wrong, movements. The clumsy movements we make here will, in the third stage, be impossible. Here we might use keyboard drills since these are of value solely as help in learning the proper key stroke, the location of the keys, and the getting of some facility in finger reaches. We use short, spirited practice units with all the attention at our command. We constantly vary the situations—we are not writing just to get a "perfect copy." "Perfect copies" are an objective of the third stage.

2. *The awkward and effortful stage.* Here Woodworth says the learner begins to "put on steam." He shows this by his heavy pounding of the keys, his banging of the carriage for a new line. Sometimes he spells the words out in concert; if not, he sometimes

³ Robert S. Woodworth, *PSYCHOLOGY*, (revised edition; Henry Holt & Co., New York, 1929), p. 264.

spells by himself under his breath. Here his learning curve goes up rather rapidly from one level to another. In this stage he should learn to write words as patterns or wholes. But to do so he has to interfere with the stability of the process of writing words letter by letter—writing the word “and” is not the same as writing the three letters “a n d” faster and faster, but is entirely different in its movements and due to entirely different stimuli.

3. *The skilled and free-running stage.* Here we aim to hold what skills we have; possibly dust one off occasionally, as Fritz Kreisler puts it. This great virtuoso is quoted as saying:

I have always used my mind as much and my fingers as little as possible in practicing. I am able to do more practicing in half an hour by means of concentration than many accomplish in a week's time.

At this stage the typist should be ready to write *any* copy; no particular copy, as in music, is practiced for. Great effort is no longer required, unless the typist is striving for a record. As Koffka puts it, we “stabilize accomplishment” here. This is the stage for Dunlap's “learned process.” [Here, as Mr. Fiedler puts it, we seek to “fix particular skills in order to assure their functioning as habits.”] Only after learning is complete—after long practice to eliminate both constant and variable errors—should we attempt, if at all, and then with great caution, Dunlap's negative method (“hte” for “the”) to overcome constant errors. Even long practice will not altogether eliminate the variable errors.

The Canadian Gregg Conference

THE Canadian Gregg Association held its sixth annual conference on November 2 in London, Ontario. The president of the conference, W. F. Marshall, principal of the Westervelt School of London, presided. The attendance was exceptionally large, and the program unusually rich in pedagogic principles and practice. Those addressing the conference, and their speeches, were:



W. F. MARSHALL



B. H. HEWITT

President's address, W. F. Marshall; “Some Phases of Shorthand Teaching,” W. W. Lewis, head of shorthand department, Gregg College, Chicago; “Transcription Speed from 15 to 45,” B. H. Hewitt, Northern Vocational School, Toronto; “Are Your Teaching Methods Up to Date?” W. J. Salter, Principal, St. Catherine's, Ontario; “Business Administration Training,” Professor P. H. Hensel, University of Western Ontario, London; “The Bookkeeping Problem,” Professor C. E. Walker, Queen's University, Kingston.

The leaders of the discussion that followed the addresses were L. S. Beattie, Inspector of Vocational Schools in Ontario; and J. M. Rosser, Principal, St. Thomas Business College, St. Thomas.

Dr. John Robert Gregg was the guest speaker at the annual luncheon of the conference.

Abstracts of these addresses will appear in the January issue of this journal.

New Officers for Ensuing Year

The following officers were elected for the ensuing year: *President:* B. H. Hewitt, Northern Vocational School, Toronto; *Vice President:* J. M. Rosser, St. Thomas Business College, St. Thomas; *Secretary-Treasurer:* M. G. F. L. Gardiner, The Gregg Publishing Company, Toronto; *Executive Committee:* W. F. Marshall, Principal, Westervelt School, London; M. C. Roszell, Northern Vocational School, Toronto; F. W. Ward, Principal, Gregg College, Toronto; Fred Jarrett, Managing Director of the Canadian office of the Gregg Publishing Company, Toronto.

WHAT IS A SOUND PHILOSOPHY OF BUSINESS EDUCATION?

PAUL S. LOMAX, Ph.D.

President, National Council of Business Education
New York City

Editor's Note: The chairman of the Publications Committee of the National Council of Business Education, Louis A. Rice, of the New Jersey State Department of Public Instruction, has arranged with the BUSINESS EDUCATION WORLD for a series of articles on "What is a Sound Philosophy of Business Education?" The present article by Paul S. Lomax, of New York University, is the first of the series and is appearing in two installments, the first of which was published last month (p. 195). It will be followed by articles by Frederick G. Nichols, of Harvard University, and Earl W. Barnhart, of the United States Office of Education.

At the conclusion of the series, all the articles will be available in bulletin form, and copies may be had by addressing the Secretary of the National Council of Business Education, Miss Helen Reynolds, Ohio University, Athens.

NOW if we consider business education as characteristically the process of thinking and action which takes place in a business transaction, and take as one set of typical business transactions those which occur between the home and business, we may diagram the curricular objectives of business education as shown on the following page. In connection with this diagram of curricular objectives of business education, it is important to emphasize that a complete education for any individual member of society should tend to be composed of both vocational education and general or non-vocational education. They are really but two complementary phases of living. The lives of most adults are organized around "work" and "leisure" experiences. Most school subjects, at least the more comprehensive ones, such as English and science, may relate to both vocational and non-vocational activities, with greater emphasis upon one or the other, according to the chief stress of the instruction.

This complete process of education has recently been analyzed by a commission of the National Education Association into ten most significant phases, including those of suitable

occupation (*Everyone has a right to whatever joy the most fitting work can bring*), and of economic security (*Everyone has a right to a minimum income that will provide a reasonable standard of living*).¹

We believe most decidedly that the truly distinctive place of business education in this total plan of American school education is that which has to do with the vocational objective. We do *not* say that it is the exclusive phase; we do say that it is the *distinctive* phase. As soon as business teachers, in general, cease to know and teach business as it is vocationally organized and practiced, then, in our judgment, such teachers will cease to be distinctly *business* teachers. This is saying, too, that, in such a case, the need of a separate commercial department in a secondary school or a separate school of business in a university will then probably have ended. An American educator has recently been bold in stressing this point:

If the secondary school continues to decline as a center of vocational training, the foresighted admin-

¹ "A Bill of Rights for the New Age," *The Journal of the National Education Association*, 23 (No. 7): 205, November, 1934.

Curricular Objectives of Business Education

Originating in

VOCATIONAL EDUCATION

As represented, in part, in the SOCIAL INSTITUTION OF BUSINESS, thought of as a form of economic organization.

Curricular objective of BUSINESS VOCATIONAL EDUCATION is to prepare certain kinds of owners, managers, and employees to be workers within the institution of business, and to give extension and rehabilitation education to those already employed in business occupations.

This vocational objective is the distinctive one of business education, and is its basic justification as a separate division of school organization.

Such education, however, should be broadly viewed as including social-economic education, specific occupational education, and thorough general education, which are particularly related to business employment experience.

GENERAL EDUCATION

As represented in the social institutions other than that of BUSINESS.

Curricular objective of BUSINESS GENERAL EDUCATION may be illustrated in the preparation of members of families to be wise buyers of those desirable business goods and services which make for best family welfare and happiness. This is distinctly a phase of home membership education as a part of general education, and requires close collaboration of at least home economics teachers, social studies teachers, and business teachers.

It should be emphasized, however, that business home education is only one phase of BUSINESS GENERAL EDUCATION. There is obviously a business side to all social institutional life, as in the relationships of government to business, of the legal courts to business, of the church to business, of the school to business, and of the various institutional forms of recreation to business. The sum total of these and other institutional relationships to the institution of business, as particularized in business transacting experience, comprise business general education.

istrative official would do well to proceed immediately to abolish the existing departmental organization. . . . Home economics, industrial and commercial education might merge with the social and economic studies.²

Such a possible, not probable, eventuality would not mean that suddenly business teachers, as teachers, would be without school positions. However, it would mean that most such teachers, in considerable measure, would have to begin *vocationally* to rehabilitate themselves for new teaching schedules. Such a happening would most likely lead to the salvation of social studies departments, but it would likewise lead to the extinction of commercial departments.

² Henry Harap, "The Consumer Addresses the Business Educator," *The Journal of Educational Sociology*, VIII (No. 9, Sec. 1): 546, May, 1935.

Broader Vocational Conception Needed

Now, how likely is it that the business vocational phase of secondary education will be discontinued? We answer, most unlikely for a long time to come. The present full-time day secondary school enrollment is estimated by the U. S. Office of Education at 5,590,000 and the college enrollment at 1,150,000. As long as the great majority of American youths do not tend to go beyond secondary schools, the major need and contribution of vocational education (including business education) will continue to be below the college level as far as the nation-wide situation is concerned. In 1932 it was estimated that there were at that time 1,900,000 living college graduates and 8,100,000 living high school graduates who had not continued their education through college.

While it is highly important that we keep our eyes open to new trends of development, such as the often-mentioned trend of business vocational specialization being made at an older age, at the same time we must be careful not to assume too quickly that a new trend at once represents a prevailing situation. Trends, as such, may not be descriptive of what is characteristically true in most instances; they may be merely indications of what *may* be prevailingly true in the future. Trends that are historically significant, as a matter of fact, begin and ripen over long periods of time; they tend to represent evolutionary epochs which outlive many generations.

Furthermore, if and when technical vocational preparation of business students may prevailingly occur beyond high school graduation (for the masses this is still very much in the future), the vast problem of studying and determining suitable occupations for secondary school pupils, as they mature into adults, will always be present. Again, our conception of what constitutes a secondary school, whether one of grades 9, 10, 11, and 12; or of grades 10, 11, and 12; or of grades 11, 12, 13, and 14; or of some other combination, is itself subject to changes; as well as the ideas of each new generation as to when it is well for youths to start to prepare for, and engage in, their vocational careers. The whole problem is far more complex, and, consequently, less likely to change strikingly in a short period of time, than those business teachers, who have been shying off from the vocational objective, have seemed to believe. Such teachers, in general, need a much broader conception of business vocational education. This broader conception is well illustrated in a recent excellent analysis.³

Contribution to General Education

As we endeavor to emphasize in our diagram, business teachers, as a group, have an important contribution to make to general or non-vocational education, which we illus-

trate in home education, keeping in mind the significant fact that there is a business side or relationship to practically all phases of human experience in this money-economy world of ours.

While we agree that business teachers should teach the business applications of home education, especially where they really know home education, we believe that the direct (not the exclusive) responsibility for the *organization* of such education should tend to be placed upon home economics teachers, who, in turn, should work in close cooperation with business teachers. Or, in some instances, it might prove more effective for the school administrator to place joint responsibility in a curriculum committee composed of representatives of both home economics and business education.

Emphasis on Intrinsic Values

However, whatever administrative procedure is used, we believe that the essence of sound business home education, after all, as far as the material side of home life is concerned, is in the *intrinsic* values which are to be purchased at prices to be expressed in money values—that is, intrinsic values in terms of food values, clothing values, housing values, furniture values, etc. A person should know how to use the business system intelligently and honestly in purchasing such economic goods, to be sure, but the beginning and meaning of such education is in the intrinsic values. Business home education, in other words, should be soundly understood and taught in terms of real home needs and values, the same as business vocational education should be soundly understood and taught in terms of real occupational needs and values.

We hold to the same point of view with respect to the business side of all other phases of general or non-vocational education, thought of either in terms of social institutional relationships, as those of government to business; or of fundamental general educational techniques, as those of English and mathematics to be applied to business situations. Business teachers undoubtedly have

³ Nichols, Frederick G., *COMMERCIAL EDUCATION IN THE HIGH SCHOOL*, (New York: D. Appleton-Century Co., Inc., 1933), pp. 55-7.

a big contribution to make as they seek to vitalize these relationships and techniques in their application to specific business experience as involved in the *non-vocational* education of all people.

(Of course, we may say parenthetically, there is likewise a vocational significance to these phases of general education, with the result that constantly we must be on our guard to distinguish between the difference of significance which a phase of general education, as that of governmental education, may have from the standpoint of a worker within business and the difference of significance from the standpoint of a person [sometimes the same person as the worker] who in a given situation is outside the business system and is dealing with it. It may be a difference, for example, between a person's business behavior when he is selling an automobile and when he is buying one. That same person engaged in each kind of business experience is often a quite contradictory type of person. And well he might be, since his considerations and problems, in many respects, may be very different.)

The Challenge of Teachers

As business teachers strive to make contributions to general education, they must fully realize that while they are challenging other groups of teachers to see and appreciate the significance of their subject relationships and techniques to business, those groups of teachers, in turn, are challenging business teachers as to whether or not they are competently educated in the general education which is to be non-vocationally related to business. It is the old, yet ever the new, problem whether the business economics teacher should be basically an economics teacher or basically a business teacher, and whether the direct responsibility for such instruction should center in the social studies department or in the commercial department.

We are inclined to believe that as far as the problem of relating successfully general education to business experience is concerned in a *non-vocational sense*, we shall ordinarily make better headway in most school systems if school administrators will look chiefly, not

exclusively, to home economics teachers to take the leadership in developing business home education; to economics teachers in developing business economics; to physical and social science teachers in developing business economic geography, and so on through the list of general education subjects, with these groups of teachers expected to accomplish their work in collaboration with business teachers.

The Road of Advancement

The work, to be sure, involves a joint responsibility, and may be better done in certain instances, as we have suggested, by curriculum committees made up of representatives of both teacher groups. As soon as business teachers, as a group, become as well specialized in these general fields of knowledge as they are in business knowledge, their professional leadership may then properly begin to be taken seriously by the groups of general education teachers, but not until then. And that road of advancement for most business teachers is a long one yet to travel. The road of advancement for them with respect to business vocational education is plenty long enough, but probably not nearly so long, so winding, and so perplexing as that of business general education in the particular sense that we have used these two terms.

A complete education, we again emphasize in conclusion, is composed of the two major complementary phases of vocational education and general education. Business education may properly concern itself with both phases, since there is a business side to most, if not all, human experience if viewed broadly in terms of organized social life. It seems clear, however, that business teachers, in general, need a much broader conception of business general education, as well as a much broader conception of business vocational education, upon which to formulate a sound philosophy of business education—a minimum essential which business education must have before its professional leadership in American national educational and business organizations can be firmly and enduringly established.

EFFECTIVE PUPIL GUIDANCE

• ERNEST A. ZELLIOT

Associate Professor of Education
School of Commerce
University of Denver, Denver, Colorado

The schools can produce more efficient and happier sales people through proper vocational guidance, asserts the author

FOLLOW-UP studies of high school students and graduates invariably reveal that the number of young men and women who secure employment in some phase of sales or merchandising work is larger than the combined totals of those who enter other types of business occupations. On the other hand, an analysis of high school offerings indicates that comparatively little is being done, in most high schools, to assist students in intelligently selecting merchandising as their field or in preparing for vocational efficiency therein. For the most part, mercantile or other distributing concerns now train their own sales employees, sometimes by systematic courses in the larger concerns, but more often by the "trial and error" method. Since so many boys and girls find their way into sales work on the present basis, some conservative educators even argue that there is no need for schools to take the initiative in assuming added responsibilities in this respect.

The Case is Stated

The answer is that the present method is extremely wasteful from both the employer and employee viewpoint. Boys and girls unable to locate other employment frequently enter sales work by chance, irrespective of their personal qualifications or preparation. Many of them succeed. In all too many instances, the result is failure with its deadening psychological effects that might have been avoided with adequate guidance. Mercantile firms, even the best of them, are necessarily intent upon securing employees who will best promote their interests—not upon directing boys and girls into employment for which they are best adapted. In fact, business concerns have the right to expect that prospective workers be more carefully selected and directed to them by the schools.

Planning a program that will give pupils guidance toward and preparation for sales or merchandising activities involves several peculiar difficulties. The field includes an almost unlimited range in the types of opportunities afforded, and in the kinds and degrees of abilities required in its different aspects. Success in selling seemingly depends to a larger extent upon intangible personal traits and characteristics than upon certain skills and techniques which may be isolated for training purposes. Both of these factors are a handicap in presenting working sales situations to advantage in the conventional class room. For stenographic dictation, bookkeeping exercises, and office machine drills, instruction materials may be brought in much as they are found in business, without serious loss. Sales demonstrations and other merchandising relationships staged in orthodox fashion within the school are at best extremely artificial because the necessary "motives" and "atmosphere" are lacking. However, teaching procedures to overcome these difficulties will be developed as the social significance of sales work is better recognized and as adequately trained teachers, comparable to those in other business skills, are provided.

A few high schools now offer training for retail selling—the field most immediately open to students of high school age—as a direct vocational major paralleling the stenographic, the bookkeeping, and the general clerical majors.¹ Like these others, the retail selling major includes a sequence of the general business and academic subjects but terminates in specialized store training; as to exact titles and the best combination of courses, there is little agreement.

Doubtless retail sales training is destined

¹A course of study prepared by Carlton J. Siegler for the teaching of merchandising and salesmanship will appear in an early issue of the B. E. W.

for much further development and expansion in the secondary schools, particularly in the metropolitan areas. For the immediate present, however, in most schools the major accomplishments will be along vocational guidance and pre-vocational training lines which will assist the student in making an intelligent choice and which will afford a base for the learning of specific details "on the job." Because of the complexity of sales opportunities, these are first essentials in any plan for vocational sales training, and they are the most practical undertaking for smaller high schools where all forms of vocational offerings are necessarily limited.

The attainment of these guidance and pre-vocational objectives will depend upon the provisions made for the student (a) to explore the field with regard to its possibilities and requirements, (b) to evaluate his personal qualifications, (c) to test his reactions in sales situations and with merchandise materials, (d) to select general courses that will be of most value to him, and (e) to secure some appreciation of and training in the basic principles of selling. Among the media to be employed in carrying out such a program are (1) the general school guidance plan, (2) the observations and reports of classroom teachers, (3) personal counseling, and (4) fundamental or survey courses which, for want of better nomenclature, are usually referred to as "principles of salesmanship."

Many Sales Occupations

In the employment of salesmen, the first consideration is usually that of the personal qualifications—physical appearance, health, mannerisms, dress, grooming, attitude, temperament, voice, and numerous other points. Unfortunately a blue print of the desired specifications is not available, nor is one likely to be forthcoming in view of the divergency of opinion regarding what is essential, even in a single type of selling. The multiplicity of sales occupations only adds to the guidance problem. Nevertheless, the situation is a challenging one in that no other field offers opportunity for so many different types of personalities, once they can be distinguished and properly placed.

Even though there are no established standards, and any generalization about desirable personal characteristics is subject to immediate exception, the counselor must begin with some statement of qualifications. In



ERNEST A. ZELLIOT

any such list, integrity is taken for granted as a prerequisite for the better positions. Health, always a vital factor, is doubly important in selling where success depends upon the ability to make impressions and to do sustained work. Negatively, persons who are easily discouraged, who are annoyed by the peculiarities of others, who are extremely sensitive to criticism, or who like to argue unduly and are otherwise antagonistic and untactful in their attitude will likely fail unless these tendencies are corrected. Positively, some of the characteristics which may indicate sales aptitude are a fondness for working with people and a display of interest in their activities, a positive but at the same time tactful manner, a wholesome curiosity about things, a spirit that isn't easily discouraged, and effectiveness in oral expression. A reasonable degree of mental alertness, though not necessarily outstanding scholarship, is desirable in all except the most routine forms of selling. Personal interests and talents will have a bearing upon the selection of the field of selling the student may enter. In summarizing

the personal qualifications preferred in selecting employees, the personnel director of a large retail store comments that the person who could be a good host would be likely to succeed in selling, if he is so inclined.

In evaluating personal characteristics, intelligence tests, aptitude tests, and other forms of psychological tests used in the general school guidance program will give some assistance, though as yet they leave much to be desired. Even more important are the observations of classroom teachers who are in a position to see the pupil react in a variety of situations and thus can help discover and develop student potentialities to best advantage.

General Qualifications

With regard to the general education courses that may be most appropriate for sales students, there is again no one best answer. Much depends upon individual needs—the focal point in any guidance and counseling program. In general, a salesman needs the broadest possible educational background, and standards in this respect are constantly increasing. Ability in English, particularly in the choice of words and in oral expression of the conversational type, is a first essential. Science courses that will give a better understanding of principles involved in the production and use of commodities are likewise valuable. The study of color and design, of food values and fabrics, as presented in art and home economics, also has a place in many fields. Economic geography and the phases of social science which develop a better appreciation of economic relations and sources of materials will aid in the study of specific commodities later. Of the general business subjects, business organization, business law, and economic history are not to be overlooked. Some ability in typewriting and an understanding of bookkeeping principles often stand in good stead as supplementary training, particularly in smaller establishments and independent enterprises.

In all of these general aspects of guidance toward or away from the field of selling, business teachers have definite contributions to make as assistants in the all-school guid-

ance program, in student counseling, and in the teaching of various commercial subjects beginning with junior business training. Their more specific responsibility continues in the first specialized course, which, for the want of better nomenclature, is usually designated "Principles of Salesmanship." In this offering the major objectives are to give opportunity for exploration within the field, to study the student's reaction with sales materials, and to provide training in basic sales principles. Perhaps "Introduction to Merchandising" would be a better term for this initial course which may serve as a pre-vocational course in the many high schools that do not continue with sales training, or as one of the units in a retail selling major.

In conducting the class in principles of salesmanship, the sympathetic teacher who appreciates his opportunity to develop guidance and pre-vocational values will give consideration to a number of practical factors. Among these are:

The relative vocational importance of the field. Numerically the opportunity for employment in trade occupations is second only to that of the production industries. One out of every seven gainfully employed individuals is found in some phase of selling. Incidentally the ratio of unemployment was less during the depression years than in most other fields.

The Personal Factor

Importance of the personal factor in merchandising. Industry has been highly mechanized and the ratio of workers employed in relation to the volume of production has constantly decreased with the development of improved machines and techniques. On the contrary, the ratio of trade employees in proportion to the volume of sales has shown an increase during the same period. Relatively few of the sales processes have been mechanized; instead, more and more personal service is demanded in sales transactions, whether on the wholesale or retail level. One does not care to buy dresses, automobiles, insurance, real estate, furniture, and most other commodities through vending machines, and there is little indication they will be so marketed.

Thus the merchandising field offers the greatest number of opportunities where personal initiative and personal contacts are important, and with little likelihood that technological developments will reduce the opportunity for employment. Rather, further increase in the production and variety of goods and services probably will require a larger number of salesmen for their distribution.

Opportunity for a wide range of talents. Selling or merchandising offers employment for many kinds and degrees of abilities. Students who possess ability in color and design along with an aptitude for selling may readily find a place in household furnishings, wearing apparel, or other departments where style is a dominant factor. The mechanically inclined are needed in the merchandising of various types of machines and equipment. Those with a bent for social service may be attracted to insurance and investments or real estate. Individuals who are interested in scientific lines will find a variety of openings for such ability. There are also a number of possibilities for the artist and the musician. In short, almost any talent may be used to advantage in some sales occupation, granted that personal qualifications and interests are in that direction.

Sales Types and Techniques

Types of salesmanship. Closely allied with other points and perhaps inseparable for instructional purposes is a consideration of the various marketing agencies and their respective sales requirements, including the jobber, the broker, the wholesaler, and the retailer, in all their varied forms. Some of the available positions are essentially of a routine character. Others demand the highest type of initiative and managerial ability. The implications are obvious.

Analysis of sales techniques. Modern selling in its truest sense is not dependent upon "a bag of tricks" but rather upon adequate preparation and a competent presentation of selected sales points. Often the purported sales techniques and the so-called psychological methods of analysis advocated in many publications have little practical value, but some examination of them may be essential

in order that pupils may learn to know what to avoid as well as what to use. To a limited extent, observations of sales demonstrations, and studies in the construction of sales talks based upon sound psychological principles may be employed to advantage. Throughout, pupil experiences as purchasers of commodities they use or in their part-time employment in a sales capacity should be used for illustrations and otherwise capitalized at every possible point.

Student Reading Guidance

What to know about merchandise. An introductory subject can afford little time for the teaching of specific commodity information; such details are necessarily learned on the job or in highly specialized sales courses. However, something of what to learn and where data may be secured about various types of merchandise and services can be readily presented. One of the important functions of the course is to guide the pupil in the use of business source materials and in the development of his business reading habits.

The changing viewpoint in merchandising. The older policy was to secure the goods and then find a market for them. Often the result was high pressure sales methods and other practices which tended to put salesmanship in bad repute. For guidance and orientation purposes, as well as for good business reasons, it is important that pupils appreciate the emphasis placed upon market analysis and consumer needs in modern marketing, thus placing its activities more definitely upon a professional level.

The development of merchandising. Though there is little place for the consideration of historical aspects, a brief review of merchandising developments and of the distribution channels that are employed will aid the pupil in securing a better understanding of modern sales practices and the higher ethical standards upon which they are based.

A study of local firms and marketing problems. In the metropolitan high schools much of what has been suggested in the abstract may be developed concretely by basing the assignments in part upon some examination

of local firms, the commodities handled, and the type of sales organization employed. Pupils in the smaller communities may accomplish something of this kind by a study of the sources of merchandise sold locally, and of the channels through which products produced in the area are marketed. To illustrate, in a sugar section, in the cotton belt, or in a wheat district, the student may gain an insight into general merchandising principles, the marketing agencies utilized, and the employment opportunities available, by tracing the route of the commodity from his neighborhood to the ultimate consumer.

Salesmanship as a profession. In modern merchandising, the expert in silks, in real estate, in equipment, in wearing apparel, or in any other commodity is in a position to render advice and service to his "clients" quite comparable to that of the engineer or the lawyer. Likewise, the degree of training

and experience for competency in merchandising on the higher levels is essentially of the same standard as in other professions. Thus it may be emphasized throughout the principles of salesmanship course that young men and young women may choose merchandising as a field for professional service on exactly the same ethical basis and for the same social motives as in other professions.

Professor Zelliott's article is the seventh of a series presenting the viewpoints of vocational guidance leaders in the field of commercial education.

The editor of this series is Dr. Elmer E. Spanabel, of the Fifth Avenue High School, Pittsburgh. Dr. Spanabel is a pioneer in commercial education and vocational counseling. He would like to have *your* comments and opinion, based on your own experience. Address him in care of this journal.



Honorable Mention

[The Editor's mail bag frequently contains letters from our friends calling attention to the superior achievement of certain commercial students and, per se, of their instructors. Professional recognition of these superior achievements will be given in this column. Our warmest congratulations to each one who had a part in these achievements!]

THE list of honors won by the students in the commercial department of the Eagle Grove (Iowa) High School is impressive and one in which teachers and students may be justifiably proud.

Miss Iota V. Miller, typing instructor (now Mrs. John Tremaine, head of typing department, Boise Business University, Boise, Idaho), and Mr. D. Doyle Stonehocker, instructor in shorthand, gave us the following details and in doing so they mentioned the fact that this was the first year in which the Gregg Writer awards have been used as teaching aids. The honors were as follows:

An individual state championship in novice typing speed; second place in team speed in the state contest; third place in



D. D. STONEHOCKER



IOTA TREMAINE

team accuracy; third place in individual accuracy in amateur typing; third place in novice typing in the every-pupil (Iowa all-state) contest; first place in the conference in individual novice typing speed; second place in the conference in the every-pupil novice typing contest; third place in the novice shorthand in the state contest (team average, 97.75%); district championship in the novice shorthand (team average, 98%); an individual first place in the district novice shorthand; district championship in amateur shorthand (team average, 98.66%); and the district commercial championship for being high-point school.

MONUMENTS TO BUSINESS

• LILLIE GALLAGHER YOUNG
New York City

FEW sightseers, strolling northward on Fourth Avenue in New York City today, are not genuinely impressed when they come upon Cooper Square, just south of Astor Place and diagonally across the street from John Wanamaker's well-known department store. It is there they come face to face with the grand old brownstone structure

Samuel H. Gottscho



Peter Cooper's books kept intact in the study of his daughter, Sarah Cooper Hewitt, at Cooper Union

called *Cooper Union*. (See front cover illustration.) Its six stories of mellowed exterior seem to radiate benevolence in an area awl with the noisy traffic of present-day commercial activities. But Time, travel-

Peter Cooper recognized the human need for instruction in practical subjects, and Cooper Union resulted

ing in nervous spurts on the streets below, passes contentedly and passively on the face of the old clock at the top of the building. The same expression of "something accomplished, something done," that is part of the clock face, appears on the face of the elderly gentleman whose statue form sits in restful and contemplative mood on the memorial pedestal directly in front of the building. That man, the founder of Cooper Union, epitomizes the spirit and aims of the Cooper Union Institute, established in 1859 "for the advancement of science and art."

A cursory examination of the courses offered by the Cooper Institute is not enough to inspire an appreciative insight into the true greatness of this monument of helpfulness, which brings realization to many people who have ability and who wish to help themselves, but who are financially unable to secure the necessary preparation. Such were the circumstances in the life of Peter Cooper, whose lifelong desire to give others the opportunities he himself lacked was fulfilled in the

successful founding and continued usefulness of the Union. Our greatest fascination and enthusiasm for the Union comes from knowing something of the life of the man who cherished from boyhood the dream which we see realized in Cooper Square today.

On February 12, 1791, Peter Cooper was born in a New York City of only thirty thousand inhabitants. George Washington had almost completed the second year of his administration as President of the



PETER COOPER

This is the fourth of a series of ten articles which will appear in the **BUSINESS EDUCATION WORLD**

United States, and the seat of the National Government was New York City. The boy baby opened his eyes for the first time while there were still no steam ferry boats, no railroads, no telegraph, no lighting by means of gas, and free education had not yet been made available to all. In the ninety-two years of his life, he was to witness and promote progress in each of these fields to an extent far greater than had taken place during any two or three preceding generations.

It is said that industry and economy, the essential attributes to business advancement, were the secret of Peter Cooper's success in life. But he had more than industry and economy, for there are many who possess those attributes and use them only for the accumulation of personal wealth and comforts. Peter Cooper's genuine unselfishness and his truly democratic love for his fellow men, with his desire to use his ability and resources for the good of others, set him apart to be long remembered for his worthy deeds.

Peter was the fifth of nine children in the family of a retired Revolutionary War lieutenant who was modestly occupied in the making of hats. Little Peter began helping his father while still very young and, at the age of fifteen, knew the business well. His sole opportunity to attend school was for one year, when he attended for half days only and learned a little reading, writing, and arithmetic. At seventeen, he was apprenticed for four years in a carriage shop, where he proved himself deft and inventive in the building, trimming, and repairing of carriages. During that time, he received but twenty-five dollars a year and his board. His next job was in a woolen factory in Hempstead, Long Island, where he received a dollar and a half a day.

Always alert and eager to make any change that meant advancement, the young Cooper changed occupations frequently, bettering himself and learning with each change. A

cloth-shearing machine, which he invented, and which was popularly used in this country during the War of 1812 when we depended on domestic cloth manufacturers, netted him five hundred dollars. This, however, he used to defray debts of his father.

As a grocer on the present site of The Bible House, across the street from the rear of the Cooper Union today, he lived contentedly with his wife and babies. When he had accumulated two thousand dollars from his grocery business, he purchased a

glue factory, from which he laid the foundation of his fortune.

His interests were many. He owned an iron foundry, a rolling mill, land in Baltimore, and later an interest in the Baltimore and Ohio Railroad. He built,

personally, the first passenger locomotive ever seen in this country. It was installed on the Baltimore and Ohio Railroad and is still in the possession of that company. He was one of the enthusiastic supporters of that great project, the laying of the Atlantic cable. At one time he was popularly acclaimed as a nominee for President of the United States. With all his other interests, he was still working earnestly for the erection of the Cooper Union, buying into the lot and adding adjoining pieces until he had a foundation for his building.

In February, 1853, the cornerstone was laid, and construction commenced from building material he had long been acquiring. The work advanced steadily to completion, backed by \$700,000 which he carefully accumulated from the expanding business of his glue factory. Such a project requires constant investment, and in July, 1859, when the Institute was formally opened, he found it necessary to rent some of the space to commercial concerns, thus limiting the number of classrooms. The leases on the rented sections were terminated, however, as soon as the needed income was forthcoming.

In the deed that he executed for the open-

Peter Cooper's Signature

ing of the Union, he authorized six trustees to devote the available premises and funds to "the instruction and improvement of the inhabitants of the United States in practical science and art." Until his death in 1883, he was in close contact with every project and undertaking of the Institute. His last spoken words, "Another hundred thousand," began an uncompleted sentence which his son and daughter at his bedside knew to be in the interest of the Union. They immediately took steps to make up that amount between them and placed it in the endowment fund.

Mr. Cooper's fine spirit of loyalty to the project that he undertook has been passed on to his relatives and others who, realizing the far-reaching value of the Union, have since contributed generously to its maintenance. The high standards prescribed in the original plans have been adhered to at all times. Little modification of those plans has been made in all the years since their inception. Delays have been necessitated from lack of funds, but each acquisition brought a richer fulfilment of the Union plan. A new structure, the Hewitt Building, has been built near the Union and was opened in 1912 to meet the growing need for laboratory space.

Education for the Masses

Mr. Cooper's far-sightedness and his concept of educational needs in this country were extremely different from the established trend of education in his times. He was considered "radical" in that he desired to put the means of education into the hands of the "masses." It was unheard of at that time, also, that women, whose place was in the home, should be encouraged to follow any other pursuit for gaining a livelihood. But Peter Cooper did not get his education from an established and accepted institution. His was the "university of hard knocks," and experience. He saw the pitiful and sometimes ghastly depths that ignorance and poverty created in the diversified strata of society occupying the great metropolitan city. His desire was to lend a helping hand to those for whom the investment of an education

and training in practical fields would open the way to occupations of worth, bringing returns to them and to society as a whole. In the true spirit of democracy, then, he decreed that young persons of every race and creed, whether male or female, should be allowed to share the benefits of the Union.

Planning for the Future

"Practical sciences and arts" courses include all those which impart knowledge applicable in the pursuit of scientific, artistic, mechanical, and industrial careers. One of the By-laws and Regulations in the Deed of Trust set forth by Mr. Cooper states that the "Trustees shall provide free courses of instruction at night in the elementary principles of science and their application to the practical business of life. These courses may be enlarged from time to time, but shall always include instruction upon chemistry, physics, mechanics, mathematics, and mechanical drawing." One must marvel at his recognition at that time of the needs of students of practical sciences and arts, since he gained his own knowledge with no direction whatever.

The opportunity for night school was on behalf of the working classes whose plight he knew, in order that they might have a chance for improvement and advancement. Thus were established the Cooper Union Night School of Engineering and the Cooper Union Night School of Art.

At the time of founding, Mr. Cooper also established a Day School of Art, which has been increasingly popular, to give women an opportunity to learn those phases of art and designing which would help them in commercial callings and fit them to be better home-makers.

An additional outlet in the commercial world was opened to women by courses in stenography, typewriting, and secretarial work, so that they might be gainfully and respectably employed in a phase of work, the demand for which he realized would increase with the expansion of industry.

He laid plans for a Day School of Technology, but funds were not sufficient for its establishment until 1900. It is most effective

in its teachings today, offering practical courses in chemical, civil, mechanical, and electrical engineering, physics, mechanical drawing, and the construction of automobiles and airplanes.

Each school of the Union has kept pace with the demands of modern education and has adhered to standards which are recognized as among the highest.

The Story of a Famous Museum

A Museum for the Arts of Decoration, today on the fourth floor of the Cooper Union, was the first of its kind in the United States. Peter Cooper's idea was its nucleus. His idea was formed when the only other museums in the city were the inadequate exhibits of natural phenomena and curiosities belonging to Barnum and to Woods. Mr. Cooper visualized a Museum wherein mechanical devices might be exhibited, and a cosmorama established for the benefit of those who could not travel in foreign lands. The lack of funds prevented the carrying out of his plan.

The Museum that was opened in May, 1895, sponsored by the diligent and enthusiastic efforts of Mr. Cooper's two unusual granddaughters, the Hewitt sisters, did not follow his original conception. However, the spirit of Peter Cooper was the inspiration. They knew of his sincere desire that the Union should have a Museum. None could have been better appointed to undertake the stupendous task they so eagerly set for themselves. Under the able and persistent tutelage of their father, Abram S. Hewitt, their natural ability to discriminate in the choice of beautiful and exquisite workmanship had been sensitized and cultivated.

They started the Museum with collections they had acquired from their personal allowances since childhood. Universal attention was soon focused upon their efforts. They wished their Museum to be modeled after the Musée des Arts Decoratifs of Paris. Help began to pour in from most unexpected sources—patrons of art, manufacturers, dealers. The Museum today contains some of the world's rarest textiles, besides bits of porcelain, iron work, glass, exquisite pieces of furniture, period clothes, drawings, paint-

ings, and bric-a-brac of great intrinsic value. All are arranged in chronological groupings to facilitate comparison of workmanship, design, and materials by students, designers, decorators, artists, manufacturers and others who may be interested. All are free to consult the collections.

An invaluable encyclopedic system of scrap-books in connection with the Museum was begun over twenty-five years ago for practical instructive purposes and is still maintained. From its indexed volumes of collected clippings and photographs, students have no difficulty in finding illustrations of any period or mode of decorative art. From special gifts to the Union, a rare and unusual collection of art books has been amassed.

Historically, the Cooper Union building was the precursor of the modern sky-scraper. When it was built it was the tallest building in New York City, except the City Hall and certain spired churches. It contained New York City's first elevator shaft running from the top to the bottom of the edifice. Its public hall was built in the basement so that crowds leaving hurriedly in emergency would ascend over stone steps with little danger of being trampled down. This was the first known safety measure to be applied to a public meeting hall.

Free Speech and Free Education

In keeping with Mr. Cooper's spirit of democracy, unmatched at the time, the public hall of the Union was the "first forum for free speech" in America and still keeps its doors open for orderly assemblies. The Library, now containing about 78,000 well chosen books, is also accessible for use by the public.

As has been said, Mr. Cooper authorized no discrimination toward students for entrance to the courses offered. The Institute became so popular, however, that all who applied could not be accommodated. For that reason, the practice has been followed of admission on the basis of aptitude in the art or science to be studied. A prospective student who does not rank in the admission tests one year may try again without restric-

(Continued on page 322)

ARTISTIC TYPEWRITING



• Editor, MARGARET M. McGINN
Head, Typewriting Department, Bay Path
Institute, Springfield, Massachusetts

THIS month I want to speak on *accuracy*, an essential element of success in typewriting. Accuracy comes first and is attained by concentration. Speed is important but it must be built on the foundation of accuracy. Which typist produces more work, the one with perfect, steady rhythm, or the spasmodic operator, constantly erasing?

Accuracy means not alone the elimination of errors, such as transposition, faulty shifting, anticipation, omission or repetition of words (caused by distraction), but correct fingering and machine manipulation.

Students should be taught from the very first day to correct their work and know the type of errors they make. Of course, the

study of errors will be of no value unless an analysis is made for each student by the teacher and corrective drill work given for the difficulties. Straight copy alone will not eliminate errors. Definite kinds of practice make perfect. Much benefit is derived if a short, snappy drill (first and second finger words, words containing double letters, common letter frequencies) is given at the same time each day. The student should be told the purpose of each drill.

The design in this issue was taken from a small transfer pattern and doubled vertically and horizontally, which required careful planning and concentration. The lettering gives a Christmas-like effect.

Criticism, Suggestion and Advice

• Edited by CHARLES E. BELLATTY

Head, Department of Advertising
College of Business Administration
Boston University

EXTRACTS FROM REVIEWS

DEAN EVERETT W. LORD

"The Limits of Government"

(Saturday Evening Post, October 12)

IN this article Mr. Moses shows how the measures instituted and pushed by the present administration in Washington have failed to accomplish the results desired, and points out the difficulty, if not the impossibility, of their ever accomplishing such results. The natural limitations of government are too great; the instinct of individual freedom in the great mass of American minds is too strong; and the inherent weakness of socialistic endeavor is too universal to be overcome. For the administration program is socialistic in purpose and in effect.

One great weakness of any socialistic program lies in the impossibility of finding men who are able to direct it. There is no substitute for competition—or rather, only one substitute for it, autocratic control. If we are to retain any vestige of individual freedom we must have competition. In some way executives must be chosen: that efficient executives can be chosen by political action has been proved, by every attempt, to be hopeless. Officials chosen by popular vote must please the voters. They must do nothing to offend any important group of the electo-

rate. They have little incentive to that initiative and vision which characterize executives of a private commercial or industrial organization. Nor can efficient workers be readily secured or long retained by a government bureau unless there are assurances of tenure, and freedom from partisan interference.

We learn much through trial and error, but it is unfortunate that political expediency allows the continual repetition of trials and refuses to acknowledge the errors.

"Leningraduates"

(Saturday Evening Post, October 26)

AMERICAN colleges have been accused of being hotbeds of radicalism: their alleged trend to Communism has been denounced by many patriotic societies, and such measures as laws requiring all teachers to take an oath of allegiance to the Constitution have been enforced in an attempt to combat the red tendencies. The communistic tinge is undoubtedly present in our educational institutions, but it is hardly so deep or so widespread as is feared by loyal Americans.

Yet one cannot read this account of the annual pedagogical outpouring without feeling that there is some excuse for censure—nor without lamenting the ignorance that can thrive on academic teachings. The scholar should above all else have an open mind, should be able to sift the true from the false, and should form a judgment only on the basis of proved fact. But the scholar, no less than any other, wears an "impenetrable ar-

The B. E. W. is reprinting each month selected portions of *Criticism, Suggestion and Advice*, a semi-monthly bulletin prepared and published by the faculty of Boston University's College of Business Administration.

The subject matter of this bulletin is based on a current issue of the *Saturday Evening Post*. The editor is Charles E. Bellatty. All communications regarding this department should be addressed to him at 525 Boylston Street, Boston, Massachusetts.

mor of prejudice," and so it too often happens that the visitor to a strange land comes out with the same opinions he went in with.

The theories of Communism have always had a strong appeal to the intellectual class. They sound plausible, they fit well with abstractions about human brotherhood and social justice. They seem to solve many problems—and the greater problems which they introduce remain in the background until the theories are tested by actual experiment.

For Discussion in Class

Questions based upon Chapter V of Kleppner's "Advertising Procedure."

Grading the Text

On page 108 of "Advertising Procedure," Mr. Kleppner suggests eight questions to ask before passing judgment upon the text of an advertisement. Briefly these questions are: Is the text: 1, interesting? 2, clear? 3, liable to be misunderstood? 4, emphasized where it should be emphatic? 5, adequate? 6, accurate? 7, concise? 8, convincing? Asking Mr. Kleppner's questions, how do you grade the text of the following advertisements in the *Saturday Evening Post* for November 9?

Cashmere Bouquet	Page 51
Kool Cigarettes	Page 54
Simoniz	Page 65
Marfak	Page 67
Kendall Oil and Gear Lube	Pages 70-71
Kaywoodie Pipe	Page 76
Hexylresorcinol	Page 78
New England Mutual	Page 81
American Stove Company	Page 92

For Students of Advertising

Some of the expressions that follow lose strength through lack of balance. Rewrite the expressions for smoothness and naturalness.

1. Displayed in leading hardware, druggists and stationers stores throughout the nation.
2. School Days—Children think of giving up games and return to school.
3. We are waiting for your decision and do hope you will decide in our favor.
4. Your interest has been appreciated and we hope you will interview our representative before you make your purchases.
5. A striking and distinctive container has been designed, a name adopted for the cereal and a trade mark has been registered.
6. Tweed suits first became popular in Boston, followed by New York and Chicago.
7. Asbestos, a non-conductor of heat, prevents the heat from invading the top and therefore burn the hands of the user.

CORRECTED ENGLISH

• JOHN WALTER SULLIVAN

Patronize vs. Trade With

"The advertisement encourages the reader to *patronize* local merchants."

CORRECTED: The advertisement encourages the reader to *trade with* (or to purchase from) local merchants.

REASON: "Patronize" means "to take a paternal interest in." The term is sometimes used colloquially in the sense "have business with," or "trade with." When an exact expression can be made to take the place of an expression that is merely colloquial, the exact expression should be used.

Libel or Slander?

"As the housewife is the *largest* buyer, the morning and Sunday papers should appeal to her *time element*."

CORRECTED: As housewives do most of the purchasing and as their time is limited the morning paper and the Sunday paper should appeal to them.

REASON: Many *large* housewives object to being classified as *large*, and they might fail to recognize the significance that advertising places on their having a "time element."

How To Do!

"The wording of the recipe should be complimented. . . ."

CORRECTED: The wording of the recipe is excellent.

REASON: *Compliments* would be wasted on an inanimate *subject*.

Without the Accent!

"Mention of the other soups is very *apropos*. . . ."

CORRECTED: Mention of the other soups is very *effective* (or *timely*, or *proper*, or . . .)

REASON: For readers who "spik" English the introduction of foreign terms is confusing or affected.

Our New Contest

In the *Saturday Evening Post* for December 7, certain advertisements will appear in front of the body of the magazine. These advertisements will probably be few in number and highly interesting.

Teachers and students in high schools and private commercial schools everywhere are invited to express their opinions as to the quality of these advertisements in the front advertising section of the *Post*.

Which, in your opinion, is the best advertisement, and why? Write your answers concisely and mail them to reach the editor of this section on or before December 20. The BUSINESS EDUCATION WORLD offers \$10 as a first prize and \$5 as a second prize to teachers and \$5 as a first prize and ten prizes of \$1 each to students for the best answers. Address Charles E. Bellatty, 525 Boylston Street, Boston.

"THE NEW DEAL CORPORATE MAZE"

• RALPH G. WELLS

POTENTIAL dangers involved in the growing practice of Federal Departments to set up corporations chartered under the laws of individual states are emphasized in this article written by Albert W. Atwood in the *Saturday Evening Post* for October 26.

Perhaps the most important question involved is whether or not the officials of these Government corporations will be held to as strict an account for their actions and expenditures by Congress and the Controller General as are ordinary Government departments.

The question is raised in some quarters as to whether or not one of the reasons for the use of state-chartered corporations may be to escape the scrutiny and supervision of Congress and of the Controller General, whose job it is to see that Gov-

ernment money is expended only in accordance with Congressional appropriations. "New Dealers," who have denounced the practice of corporations and their heedlessness of public welfare, are availing themselves of the liberal corporation laws of Delaware and other states.

There is also a serious question as to whether or not the use of the corporate form of enterprise may serve to entrench bureaucracy more thoroughly and to make it immune from Congressional control and unresponsive to the sovereign will of the American people.

Often people with the very best intentions and the highest ideals are so carried away by their enthusiasm that they fail to foresee or to gauge accurately the evils which may grow up eventually under such activities.

QUESTIONS ON ADVERTISEMENTS

(In the *Saturday Evening Post* for November 9)

• CHARLES and RUTH BELLATTY

BACK COVER. As you look at the Old Dutch Cleanser page you may feel that the advertiser should have run a headline above the blue circle to take advantage of the pointing apex of the wishbone. What disadvantage would have resulted from lowering the large illustration?

Study Pointing Devices

3d COVER. What elements of the Armour layout tend to distract attention from the text?

See How Many You Can Find

PAGE 115. If you examine the Hammermill advertisement carefully you may find more than a dozen eye-leaders in the layout. How many of them are working for the advertiser?

How many are leading off the page?

And What Is Stippling?

PAGE 112. Where in this page is there an example of stippling?

Not Merely Ornamental

PAGE 99. What is the helpful effect of the oak leaves in the Thermoid Brake Lining half-page?

Has the Artist Slipped?

PAGE 68. What is inconsistent in the way the artist has numbered the players in the Camel advertisement?

One Is Self-Contained

PAGE 114. Which one of the five advertisements on this page attracts attention to itself alone?

And Why?

PAGE 41. What is your opinion of the Kelly layout?

Generous Measure

PAGE 25. Did you ever count the 21 kinds that the Campbell Soup advertisements list?

The Horse That Peddles Gasoline

PAGE 55. What's the name of this horse that peddles fuel for automobiles?

The Greeks had a name for him. Are you sure you can pronounce it correctly?

What common English word comes from the same source as "Gargoyle"?

What's wrong with the expression "Stop at your Mobiloil dealer"?

What is the advantage of locating the circle where it is in the Mobiloil advertisement?

Save the S.E.P.

Students of advertising should save the *Saturday Evening Post* so that they may study its advertisements in the light of expert criticism.

TWO-DOLLAR WORDS

• JOHN MAUREL

THE following quotations are from "Block That Bride" in the October 19 issue of THE SATURDAY EVENING POST. For the best list of pedigreed words selected from "Conquest" by Leonard Lee in the SATURDAY EVENING POST for November 9, the B. E. W. will be glad to send \$2.00. Last day for acceptance is December 20.

"This is the *psychopathic* ward."

Psychopathic is derived from the Greek word meaning *soul* and the Greek word meaning *suffering*. In classical mythology Psyche was a lovely maiden personifying the soul, usually figured with the wings of a butterfly, emblematic of immortality.

"This year she gets her tuition and twenty-five dollars a month as assistant to the head of the *physiology* department."

Physiology is derived from the Greek word meaning *nature*, and the Greek word meaning *word* or *discourse*. Thus physiology deals with life or living organisms as they exist in nature and is distinct from *biology* and *anatomy*.

"But among the intelligentsia Jack hasn't a very smooth *technique*."

Technique is derived from the Greek word meaning *an art*. In the sentence quoted, the word is used loosely and colloquially, but there is an interesting aspect in the history of the word, evidenced by the fact that *scientific* schools are termed Schools of Technology.

Unusual Figures of Speech

"She was *innocent as a lamb in a stained-glass window*."

"Her hair is the color of *ripe wheat*."

"They are always homely as *professors of romance languages*."

"*Nicer than a guest towel*."

Prize Winners in October Contest

(Saturday Evening Post, October 5)

Class A—Sister M. Rudolph, Selting, Grand Island, Nebraska, first prize, \$5.

Class B—Elda Podshadley, Farmersville Community High School, Farmersville, Ill., first prize, \$5.

One dollar to each of the following students: Jack Shireman, Lawrence McGuire, Isobel Harvey, Betty Rous, Paul Seto, Paul Jacobus, Bob Sprenger, Lewis Brewer, Jess Genardine, all of Lincoln High School, Tacoma, Washington; and Naomi Miller, of Stevens High School, Lancaster, Pennsylvania.

When You Seek Advice

SEASONED business men give advice of incalculable value to young men and women who seek vocational guidance.

The advice is not nearly so hard to obtain as many young persons think.

So if you want such aid do not hesitate to ask for it in a brief letter to the man whose advice you are most anxious to obtain.

If he cannot see you he will be likely to arrange for one of his associates to do so.

In either instance you should talk little and listen steadily. You should have a few questions ready.

We suggest that you ask questions like these:

What are the qualifications for success in your business, Mr. Blank?

How can I learn whether I have the necessary natural aptitude and training for usefulness in this work?

At approximately what salary is a man expected to begin?

What are the usual opportunities for advancement in salary and position?

Is it better to begin in a small or in a large organization?

How might I find employment?

What section of the country offers the best opportunity?

What might increase my efficiency before I secure a position?

What book might I read to advantage?

What periodicals will help me?

Is there anything I can do for you to show my appreciation of the time and the good advice you have given me?

To Write Better

Condense.

Be specific.

Write legibly.

Spell correctly.

Quote accurately.

Avoid split infinitives.

Avoid dangling participles.

Use passive voice sparingly.

Differentiate "shall" and "will."

Use periodic sentences frequently.

Make pronominal reference clear.

Let the verb agree with its subject.

Don't use "by" when you mean "with."

Use "who" and "whom" grammatically.

Place important words in emphatic positions.

Employ quotation marks skilfully and conscientiously.

In paragraphing try not to violate the principles of unity.

OFFICE PRACTICE AT ROXBURY

• ELIZABETH A. NASH, M.B.A., Ed.M.

Head, Commercial Department
Roxbury Memorial High School for Girls
Boston, Massachusetts

The second of a series of courses of study used by a specialist in the teaching of office practice based on vocational skill

DURING the last few years, office practice courses have attained an established and recognized position as major units of the regular commercial curriculum. Out of the uncertainty and the conflicting educational theories of the experimental period, the future policies and objectives of the work are being evolved. In this new and wider vision, the potentialities of a properly co-ordinated office practice program assume greater significance than ever before.

The three courses of study for office practice classes presented in this series represent a revision of the course of study which was drafted for use in the department in the year 1929. In planning this revision, we have introduced two distinctly new fundamental objectives as the basis of the future instruction.

We have departed from the old extensive initial contact objective with its organization of rotating units, and we have featured the intensive vocational skill training in the operation of at least one machine as a major unit of instruction.

In addition, a definite attempt has been made to adapt the teaching methods, the instructional materials, and the apportionment of time to the abilities and aptitudes of the individual pupil.

The General Objectives Explained

The general objectives of the office practice instruction are as follows:

1. To provide intensive vocational skill training in the operation of one machine as a major unit of instruction.
2. To develop a working knowledge of two or three related minor units of instruction.
3. To control the pupil's selection of the major unit of instruction and to make the choice contingent upon the aptitudes of the individual pupil.

4. To acquaint the pupils with the machine equipment and the ordinary routine of a modern business office.

5. To amplify and supplement the theoretical knowledge of bookkeeping and stenography.

Three different courses of study are included in this revised edition, each one with its own specific aims, units of instruction, and analysis of procedure.

1. Office Practice for Bookkeepers.
2. Office Practice for Stenographers.
3. Office Practice for Clerical Workers.

As supplementary outlines, we have also prepared a set of standardized home lesson pamphlets and an assignment pamphlet which contains the graded daily assignments for each machine unit of instruction.

The tentative course of study for Office Practice for Bookkeepers which is being used at Roxbury this year follows. The other two courses will be published in the January and February issues. (See also November issue, pages 247-251.)

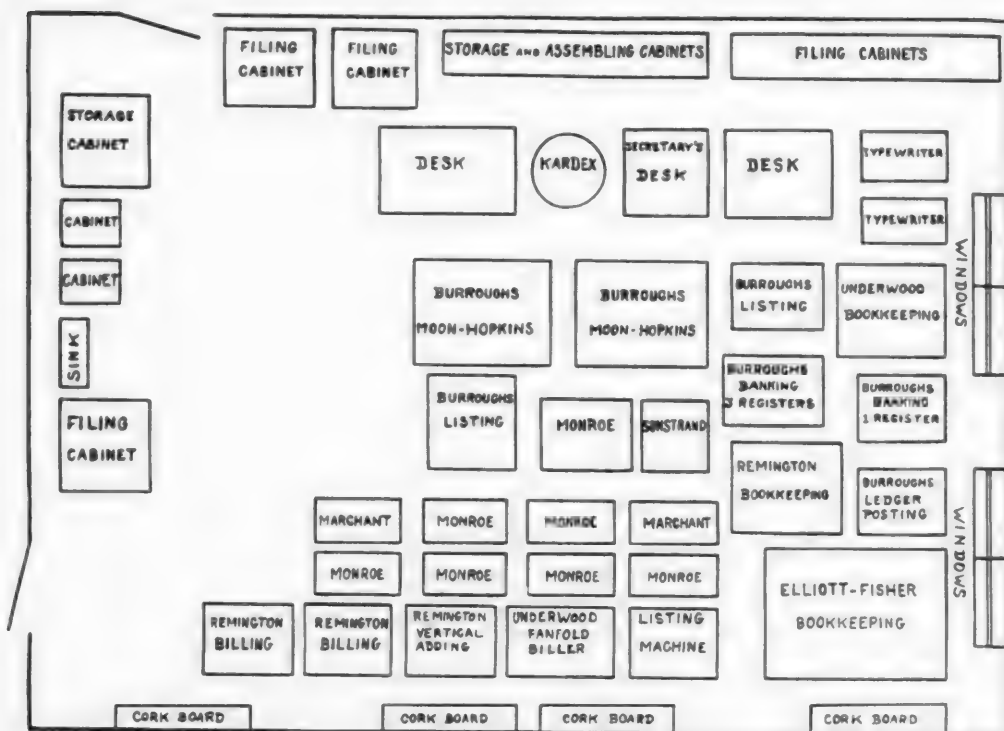
Office Practice for Bookkeepers

Office Practice for Bookkeepers correlates directly with the work outlined for Bookkeeping III classes. This course emphasizes the operation of the bookkeeping machines as the major unit of instruction. The primary objective is to develop vocational skill in the operation of at least one bookkeeping machine. Placement of pupils as machine operators is the ultimate goal.

In addition to the major unit of instruction, there is also provided instruction on related minor units. Opportunity will be given for initial contacts with other common units of general office routine.

This course is open to all pupils who elect Bookkeeping III and who have had at least one year of typewriting.

SEATING PLAN OF BOOKKEEPING AND BILLING MACHINE ROOM



Warren Kay Vantine Studio

A CLASS IN OFFICE PRACTICE FOR BOOKKEEPERS

A photograph taken at Roxbury Memorial High School, showing arrangement of the equipment.

The time allowance is five periods a week and the course carries five points credit.

I. SPECIFIC OBJECTIVES

A. To develop vocational skill on one bookkeeping machine as a major unit of instruction. This machine will be selected from the following list:

1. Burroughs Bank Posting Machine.
2. Burroughs Commercial Ledger Posting Machine.
3. Burroughs Typewriter Bookkeeping Machine (formerly called Moon-Hopkins Bookkeeping Machine).
4. Elliot-Fisher Bookkeeping Machine.
5. Remington Bookkeeping Machine.
6. Underwood Bookkeeping Machine.
7. Underwood Sundstrand Ledger and Statement Machine.
8. Burroughs Standard Typewriter Billing Machine (formerly called Moon-Hopkins Billing Machine).

B. To develop a working knowledge of two or three related minor units of instruction. These units will be selected from the following list:

1. Calculating Machine Unit.
 - a. Burroughs Calculator
 - b. Comptometer
 - c. Listing Machine
 - d. Marchant
 - e. Monroe
2. Billing Machine Unit.
 - a. Remington Billing Typewriter
 - b. Remington Vertical Adder
 - c. Underwood Fanfold Biller
3. Transcribing Machine Unit.
 - a. Dictaphone
 - b. Ediphone
4. Duplicating and Small Machine Units.
 - a. Check Writer
 - b. Ditto
 - c. Elliot Addressograph
 - d. Hectograph
 - e. Mimeograph
 - f. Mimeoscope
 - g. Multistamp
 - h. Numbering Machine
 - i. Time Stamp

C. To develop a working knowledge of the alphabetic system of filing. This filing unit is required and is a complement of the major unit of instruction.

D. To correlate the theory and practice of

the Bookkeeping III classes with the bookkeeping machine operation of the office practice classes.

NOTE: A survey of the bookkeeping machine operation is now under way. The purpose of this study is to broaden the scope of the work and to extend the operation of machine bookkeeping to include the entire bookkeeping process. An experimental class will be started next September with the objective to transfer the pen and ink work of the Bookkeeping III class to machine operation. The instruction materials are being selected from the present Course of Study for Bookkeeping III now in use in the department.

Until the experiment is worked out in detail, the other classes will proceed as heretofore with the units of instruction outlined in this Course of Study.

II. UNITS OF INSTRUCTION

- A. Major Unit of Instruction. One bookkeeping machine. (See list of available machines.)
- B. Minor Units of Instruction. (See list of available machines.)

III. TIME ALLOTMENT

The definite time limits of the major and minor units of instruction must be worked out personally by each teacher. The following factors will control the amount of time allotted to each pupil for instruction purposes:

- A. Ability of the individual pupil measured in terms of specific machine operation.
- B. Number and type of machine available.
- C. Vocational possibilities offered by each unit of instruction.

NOTE: Since the objective of the course is to train skilled operators on a bookkeeping machine as a major unit, a study must be made of the aptitudes and abilities of the pupils. The machine instruction should be individual and should be governed by the pupil's capacity.

The instruction on the major unit should be intensive and should occupy the greater part of the year's work. If a pupil is outstandingly efficient on a given machine, the time will be better spent if she concentrates long enough to become a skilled operator with a vocational future. When a pupil is found to have no ability on a bookkeeping machine, a minor unit of instruction can be substituted and the pupil can intensify on a unit suited to her ability.

It is planned to schedule only one class in the bookkeeping machine room for each class period, so that these pupils will have the full benefit of the bookkeeping machine equipment for the entire year. The problem of the teacher will then be to allocate the available equipment to the best possible advantage, the objective being always to provide actual vocational training for the individual pupil.

IV. TEACHING CONTENT OF THE MAJOR UNIT OF INSTRUCTION

A unit of concentrated work on one of the following bookkeeping machines:

1. Burroughs Bank Posting Machine.
2. Burroughs Commercial Ledger Posting Machine.
3. Burroughs Typewriter Bookkeeping Machine (formerly called Moon-Hopkins Bookkeeping Machine).
4. Elliot-Fisher Bookkeeping Machine.
5. Remington Bookkeeping Machine.
6. Underwood Bookkeeping Machine.
7. Underwood-Sundstrand Ledger and Statement Machine.
8. Burroughs Standard Typewriter Billing Machine (formerly called Moon-Hopkins Billing Machine).

A. Objectives of the work.

1. To develop a thorough knowledge of the operation of a bookkeeping machine.
2. To acquire a vocational skill in the manipulation of a bookkeeping machine.
3. To satisfy the business requirements in regard to speed and accuracy in the operation of a bookkeeping machine.
4. To provide opportunity for direct correlation between the bookkeeping class work and bookkeeping machines.

B. Time allotment.

The definite time limits of this unit will be decided at the discretion of the teacher.

C. Units of work.

1. Bookkeeping machines.
 - a. Instruction and practice on the various operations of the machines.
 - b. Actual posting of a bookkeeping set.
 - c. Trial balances and methods of proof.
 - d. Preparation of customers' statements for the above set.

(See the Assignment Section for detailed references to the complete assignment.)
2. Burroughs Standard Typewriter Billing Machine.
 - a. Instruction in and practice on the various operations of the machine.

b. Intensive drill on billing.

(See the Assignment Section for detailed references.)

V. TEACHING CONTENT OF THE BURROUGHS CALCULATOR OR COMPTOMETER

A. Objectives of the work.

1. To give the pupils a thorough knowledge of the operation of the machines.
2. To develop vocational skill in the manipulation of the machine.

B. Time allotment.

The definite time limits of this unit will be decided at the discretion of the teacher.

C. Units of work.

1. Addition
2. Subtraction
3. Multiplication
4. Division
5. Use of the peg board
6. Application of these operations to business problems.

D. Method of testing the progress of the pupils.

1. Application of the examination in the Burroughs Calculator Textbook.
 2. Comptometer Tests.
 3. Original tests designed by teachers.
- (See the Assignment Section for detailed references to the complete assignments.)

VI. TEACHING CONTENT OF THE MONROE OR MARCHANT UNIT

A. Objectives of the work.

1. To give pupils a thorough knowledge of the various operations of the machines.
2. To gain vocational skill in the operations of the machine.

B. Time allotment.

The definite time limits of this unit will be decided by the teacher.

C. Units of work.

1. Addition
2. Subtraction
3. Multiplication
4. Division.

D. Method of testing the progress of the pupil.

1. Original tests given from selected material.
2. Monroe tests.

(To be continued)

BUSINESS LETTER CONTEST

• L. E. FRAILEY

The Dartnell Corporation
Chicago, Illinois

Teachers and students do a fine job in selling oil stove to Sarah Belle Jones . . . Scene shifts, in this month's problem, to the office of a big paper mill where the annual New Year's message to salesmen must be written

SARAH BELLE, the farmer's wife, wanted a new stove. She saw the picture of one in a catalogue that seemed just right. The price was satisfactory, and her husband had the money. But a good neighbor had warned her that mail order houses were chisellers (our President uses this word so it must be okeh)—that she had better watch out.

So Sarah Belle wrote to the company that sold the stove. She made it plain that she was interested, but also that she was not a woman who would stand any foolishness. You had to answer Sarah Belle's letter—to remove the doubt in her mind which had been caused by her neighbor. That was the October letter problem.

And once again, I was astonished at the quality of many of the letters written by teachers and students. Without exaggeration, the letters of the winners, published in this issue of the *BUSINESS EDUCATION WORLD*, are as good as I would expect to see written by a well-trained business sales correspondent. I predict right now that some of the students who take part in this contest are going to go places when they get into the business world. They are fortunate indeed to have such competent instructors.

The Winners Take Their Bow

Before anything more is said, suppose we ask these winners to stand so that we can give them a big hand. To Helen M. Collins, Montana State College, Bozeman, Montana, goes the prize of \$5 for the best college student letter. It's really a fine sales letter. To Mary Jo Hanson, Canoga Park, California, goes the first prize of \$5, for the best high school student letter. Congratulations!

And to Mayda Gill, Merchants and Bankers' School, New York City, and Margaret Walter, High School, Spencerville, Indiana, go the two second prizes of \$3.

Now for the teachers. Evidently they practice what they preach. The best letter was written by John W. Toothill, Small Secretarial School, Newark, New Jersey, and second place goes to Alice White, Crane Evening High School, Chicago, Illinois. To them go \$10 and \$5 prizes. (The editor has informed me that the prizes to the teachers have been doubled, as a recognition of the many excellent letters we are receiving from them.)

Teacher Awards

First prize of \$10: John W. Toothill, Small Secretarial School, Newark, New Jersey.

Second prize of \$5: Alice White, Crane Evening High School, Chicago, Illinois.

HONORABLE MENTION: Mrs. Mary C. Scoville, Central High School, Kansas City, Missouri; Mrs. Ethel F. Parent, Central Union High School, El Centro, California; Marie Mahaffy, South St. Paul High School, South St. Paul, Minnesota; Anna Crawford, High School, Boone, Iowa; Sister Mary Joanita, St. Catherine Academy, Fort Wayne, Indiana.

Student Awards

First prize to college student, \$5: Helen M. Collins, Montana State College, Bozeman, Montana.

First prize to high school student, \$5: Mary Jo Hanson, Canoga Park, California.

Second prize to college student, \$3: Mayda Gill, Merchants and Bankers' School, New York City.

Second prize to high school student, \$3: Margaret Walter, Spencerville, Indiana.

HONORABLE MENTION: Ruth Aileen Chase, Merchants and Bankers' School, New York City; Mary Jarvi, Vocational School, Windsor, Ontario; Libby Goldberg, Merchants and Bankers' School, New York City; Nadine Armstrong, Washington State College, Pullman, Washington; Marguerite Murren, St. Peter's Parochial School, Belleville, New Jersey.

Winner of Teacher's First Prize

JOHN W. TOOTHILL

Small Secretarial School, Newark, New Jersey

Dear Mrs. Jones: We like to receive letters such as yours, so I am answering yours personally.

My boyhood was spent on a farm not many miles from the Washburn County line. What memories of my mother's cooking and the pies and loaves of bread on baking days it brought back—also the overheated kitchen! Mother was a good cook, but how I wish she could have had the advantage of modern equipment such as is available today. So you see I can understand your desire to get a new stove, and I know ours will satisfy you. How I wish I could drop in and have dinner after it is installed!

We have been building stoves a good many years now, and we work very hard to put quality and satisfaction into our product. Our sales have increased each year, and we have thousands of satisfied users. *Our stove will do everything our catalogue claims for it and more.* Accept my personal assurance that this is so. The price would be one-third higher at least if we did not sell direct to the consumer. Dealers, salesmen, middlemen, bad debts—all cost the consumer money. We buy and sell for cash—ask any bank about us. We have a first-class rating for both responsibility and keeping our word.

Our stove really looks better than the little picture can possibly make it—after it is set up—and what a small space it will occupy and how much easier the preparation of meals will be when you have it! Insulated so as not to give off a lot of heat—dust and dirt are completely done away with and the heat turned off altogether, immediately the cooking is done. We have spared no expense in any process of our manufacture, including the finish. The stove is really an ornament to any kitchen. The white enamel is heavy and baked on permanently, thus rendering it stainless; the metal parts are rust-proof, shiny, and heavily plated in chromium. *And best of all, it is a good cooker.*

The enclosed order blank is ready for your signature; the envelope is stamped and will come to me personally, so that I can pick out a stove for you myself and check it carefully. Your rural carrier will sell you a money order, or, if you prefer, you can place the cash in this heavy envelope and register it with him, thus insuring safe delivery to us. Our money-back guarantee goes with every sale. Yours sincerely.

Winner of Teacher's Second Prize

ALICE WHITE

Crane Evening High School, Chicago

Dear Mrs. Jones: Thank you for your letter of October 4.

We are very glad to know that you are interested in our all-white, six-burner PEERLESS oil stove No. 10143, as listed on page 4 of our catalogue. We congratulate you upon your choice, for

WINNING LETTERS IN

this is, indeed, a stove of unusual value. Listen to what Mrs. Mary Jackson, of Route 3, Appleton, Wisconsin, says concerning it:

"I am delighted with the PEERLESS which I bought from you a year ago. It is the finest stove I ever had or ever hope to have. It has made me a prize-winner. I took first prize in the apple pie contest—and five hundred pies had to be judged! It makes work lighter and the results are just wonderful. I wouldn't part with it for anything!"

Neither will you part with our PEERLESS after it is once in your possession. We assure you that you have made a wise selection. This proves to us that you are a woman of discernment, one who knows what she wants and does not allow others to decide for her.

That is why we are leaving this matter entirely up to you, Mrs. Jones. Your own judgment is what we want to be your guide, but permit us to say that the reason we are able to offer this superior oil stove at so low a figure is because our work is done entirely by mail. Consequently, we have no high-salaried salesmen who must be considered. We sell direct to you. That is why we are able to offer you the PEERLESS for only \$47.

This stove is guaranteed in every respect, and we assure you that we do stand back of it. You are taking no chances when you place your order for a PEERLESS with us.

For your convenience, we are enclosing an order blank. Just fill it in and return it to us, with check or money order attached, and we shall be delighted to ship this fine PEERLESS oil stove to you at once. Yours very truly.

Winner of College Student's First Prize

HELEN M. COLLINS

Montana State College, Bozeman

Dear Mrs. Jones: Thank you for your recent letter concerning our all-white six-burner oil stove. I can appreciate your desire to make sure of the quality of your purchase before making your final decision. We are always glad to give any additional information or assurance about our merchandise.

You should use the Ever-Hot six-burner oil stove because it will save you money, it will save you time, and it will present a pleasing, harmonious appearance in any type of kitchen. What further inducements do you need? Now let me show you why this is true.

Take out your catalogue and look again at the picture of the stove. Did you ever dream an oil range could be so lovely? You will notice that every edge is gracefully rounded and all working parts are concealed. The glistening white porcelain

OCTOBER CONTEST

enamel finish will retain its luster throughout a lifetime. The stove is large without appearing bulky.

Behind all these beautiful lines you will find sturdy workmanship. The range is built of heavy steel and is braced with angle iron around the entire cook top and oven base. The firm steel legs are securely bolted to the body. The concealed one-gallon fuel tank (which, by the way, tips down for easy filling) is rust resisting and has a visible fuel gauge.

"But how can this stove save me any time?" you may ask. First of all, it will shorten the time you usually spend in cooking. You can bake a pan of biscuits in fifteen minutes! This marvelous speed is possible because the instant-lighting wick-type burner gives a quick, intensely hot, full flame the moment you put a match to it. Naturally, this quick, hot flame causes rapid boiling as well as rapid baking.

Secondly, the large cooking surface saves time. There is no need for you to cook part of the company dinner the day before. With the six burners, a complete meal can be cooked at once. And don't you like the oversize oven—a full 16 inches wide instead of the usual 14? This means that you can easily bake ten loaves of bread at one time, and anyone who does the family baking cannot afford to overlook this advantage. The oven is so insulated as to insure even heating, which promotes better, more uniform baking. Your bread need not be turned around in the oven to be baked to a uniform brown color, and it does not require careful watching.

A third saving of time comes in cleaning. The rounded edges and corners eliminate many dirt catchers found in other stoves. Any dirt spots which may appear on the surface may be easily and quickly removed with a damp cloth. The porcelain enamel finish will retain its luster indefinitely without any polishing.

Yet the price of this stove is only \$47. Right there is your first saving in actual cash. We are able to offer this low price only because we sell entirely by mail order, thereby eliminating many ordinary expenses of selling. Also, we have only a few standard models, rather than many types. The initial saving is not the only one, however. This stove may be operated at a minimum cost for oil, since it will burn ten hours or more on one tank of fuel. The big, double-action cook top deflects heat from the three front full-flame burners to the three rear simmer holes, thus heating six holes for the cost of three. Your food cooks quickly, and you know that speedy cooking is economical cooking. You owe it to yourself to secure the saving a purchase will bring.

These are only a few of the splendid Ever-Hot features that make this stove such an exceptional value. It is not only the most beautiful kerosene range I've ever seen—it's the best! It has all the standard features of the most expensive ranges plus all the exclusive Ever-Hot conveniences. Check the

oven, the cook top, the fuel tank. See how much larger and better these features are than those on even higher-priced stoves.

You may be absolutely sure that you will find complete satisfaction in using this stove. It is listed by the Underwriters Laboratory and has been approved by *Good Housekeeping*. We could not sell, advertise, and guarantee as we do if we did not know our goods were as we represented them. Our business and our merchandise are built on merit. Furthermore, our own money-back guarantee protects you fully.

Remember, an order is simply an opportunity for the stove to sell itself to you. There is no sale—no obligation to keep it—until you have used it in your own home for thirty days and are completely satisfied. If you will use the enclosed order blank and the self-addressed envelope for your order, it will have my prompt and personal attention. Be the first lady in your community to own one of these beautiful new ranges. Yours very truly.

Winner of High School Student's First Prize

MARY JO HANSON

Canoga Park, California

Dear Madam: Good cooks appreciate good stoves. By your letter we know that you are both a good cook and a good judge of stoves; therefore, we are sending you further information about our latest bargain, the all-white "Ever-Hot" oil stove.

Our all-white "Ever-Hot" oil stove, about which you inquired, is the most ultra-modern stove made. It has every convenience any woman could wish. With its six burners, it is easy to prepare a big meal. No more backaches when you finish cleaning our stove, for the console top, smooth white-enamelled body, and porcelain knobs make cleaning an enjoyable task rather than a dreaded one. Our special wicks, made of a substance which makes them last longer and heat quicker, do not blacken your walls. The large-sized, insulated oven, 24x20x18, is a supreme baker.

Just picture yourself preparing a huge Thanksgiving turkey, deliciously tender and golden brown, with mounds of mashed potatoes, pools of brown gravy, and spicy pumpkin pies, all cooked on your new stove. With this "Ever-Hot" in your kitchen, your reputation as a cook will grow to even greater heights in Washburn County. Your kitchen will be the envy of all your neighbors. You deserve our stove; why not buy it *NOW*!

Send us your check immediately, and your stove will be installed in your home in time for the holidays. By signing the enclosed order blank now, you will save \$5.50, for this same stove, advertised at \$47 today, will be \$52.50 after November 12. Can you imagine an easier way to save \$5.50 for your own pleasure? Sincerely yours.

Read Mr. Frailey's comments on the next page.

Mr. Frailey's Comments on the October Letters

The winning college student letter is the masterpiece of them all. I can't imagine anyone writing a better sales presentation. Notice that it is a long letter. Most sales letters have to be long. Remember that when you set out to make a sale, your ultimate objective is to create the desire for ownership. Many of the contestants tried to do that job too quickly. That's like trying to drive a nail with one blow of the hammer. It can't be done successfully.

So the writer of this letter proceeded to state fact after fact about the stove which would help to paint a pleasant picture in the mind of Sarah Belle. She took time to talk about the appearance of the stove, to describe the fine cooking qualities, to show how cheaply it could be operated, and how easy it was to clean. All of those things appeal to the woman who has to cook. Why, they even appealed to me as I read this good letter. A little bit more, and who knows—maybe I would have had one of these stoves standing in the corner of my office!

Mounds of Potatoes and Pools of Gravy

Now notice the best high school student letter—doesn't the third paragraph make your mouth water? "Just picture yourself preparing a huge Thanksgiving turkey," says the writer, "deliciously tender, and golden brown, with mounds of mashed potatoes, pools of brown gravy, and spicy pumpkin pies—all cooked on this stove." "*Mounds of mashed potatoes—pools of brown gravy*"—learn to use the words which give dash and color to your writing!

One of the greatest essentials in good letter writing is to make the reader know that you have his point of view. Look at the best letter in the teacher's class. Do you see how he accomplishes that purpose in the very first paragraph? He, like Sarah Belle, had lived on a farm. He could remember his mother's fine meals—but what a pity that she did not have one of these modern stoves! That's subtle salesmanship—telling Sarah

Belle that she could take advantage of a new stove which his mother had been denied.

Notice, too, the ending in this prize letter. How easy the writer makes it for the reader to reply! That, again, is one of the essentials in good sales letters. "The enclosed order blank is all ready for your signature," he tells Sarah Belle. "Your rural carrier will sell you a money order, or you can place the cash in this heavy envelope and register it with him." Really superb—that ending! Not the slightest doubt implied in it that Sarah Belle will buy. It is what we call "putting the hook" into the sales letter. A clever bit of letter craftsmanship on the part of this writer!

The Importance of the Hook

Contrasted with this strong conclusion were some others which were as weak as jelly. As hooks, they were no better than hair pins. You couldn't catch minnows with them. Here's one in the pile of letters, for example, which ends—"May we ship the stove to you at once?" Don't ever use *may*, or *if*, when closing a letter. That gives the reader the idea that you are not sure what his answer will be. It sets up doubt in his mind.

Here's another poor ending, because it, too, implies lack of confidence that the reader will buy. "We thank you for your interest, and *hope* to receive an order." There is no cracking of the whip in such an ending. The writer only *hopes* to get the order. He admits that he is not sure his letter was convincing. Avoid these spineless words, which so often creep into business letters—yes, into the letters that I get every day from men who should know better. Don't hope, or trust, or feel. *Know*.

Weak: *If* you will sign the card, the stove will be shipped immediately.

Better: *When* you sign the card, the stove will be promptly shipped.

Best of all: *Sign* the card, and the stove will be in your kitchen next Tuesday.

Don't you see the difference in those three conclusions?

One of the best introductions among all the letters was written by Libby Goldberg; it has "what it takes" to get the reader's attention. Here, see if you don't like it too:

Did you ever hear of the old saying, "Good, better, best, never let it rest, till the good is better, and the better best"? If you can cook so well on your old stove, you can do so much better with an oil stove, and best of all with *our* oil stove.

Strive for that originality which will make your letters different. Use, now and then, a vivid word. Ask a question. Quote something interesting. Remember that your reader gets lots of letters. Make yours stand apart from the rest.

But here's a caution: Don't overplay your hand. Remember that in all good writing, there is a certain dignity that gives distinction. You can be different, and clever, without exaggeration—without tooting a big brass horn. Nothing is more sad in a business letter than cleverness that is not clever, than the use of high sounding language that means nothing.

Speaking of exaggeration, one of the contestants wrote, "Why, ninety-nine out of a hundred of our most prominent people today own these oil stoves." Obviously, that could not be true. You would hardly expect even Sarah Belle to swallow such a statement. Tell your story with all the glamour that you can put into it—but make it always *true*. That's another law of business letter writing.

To Challenge Their Best

All right. We will leave Sarah Belle now and turn to a more exciting picture. A stove is only a stove, but New Year's is immensely nicer. I do, however, want to congratulate all of the students and teachers who are participating in these letter contests. As a business man whose nose has been close to the grindstone for many years, I can tell you sincerely that you are doing a great job in answering these problem letters. I hope you are getting half as much fun in writing the solutions as I am in reading them.

Now what about Arnold Scott? He is the sales manager of a large paper mill, with one hundred and sixty men looking to him for leadership. They are not ordinary salesmen.

They are the ones who survived the depression. They have been with the company for many years. They really know how to fight for orders.

So Scott is grateful. He wants to start them off on the New Year with a sincere message of appreciation. He wants to challenge their best in the year to come. All these thoughts he *feels*, but he doesn't know how to express them.

Well, the man who heads the company's advertising department is a craftsman with words. He can write copy that stirs human emotions. Naturally, Arnold Scott turns to this man, Pat Duncan, for help in writing his New Year message.

Can Pat Duncan write a letter of appreciation second-hand? Can he put on paper the gratitude of another man? Why not? Pat knows these salesmen almost as well as does the sales manager. He, too, has been with the company for a long time. He feels toward these men exactly as does Scott. But Scott can't write good copy—and Duncan is an expert. No, there is nothing hypocritical about Duncan's doing the job. It is the sort of thing you will often be asked to do when you become the advertising manager of some big company.

And you are going to do it now. That's the problem for December. I can't think of a more interesting assignment—and I am going to expect some great letters.

The Contest Rules

Send two copies of your contest letter to the Business Letter Contest Editor of the Business Education World, 270 Madison Avenue, New York City. Your letters must reach that destination *on or before* December 30.

One copy is to be on plain white paper, unsigned.

The other copy should carry your full name, complete address, name of school, and the notation "Student" or "Teacher" in the upper right-hand corner of the letter. If you are a student, give your teacher's name also. Student letters without the name of the instructor will not be eligible.

Only the unsigned copies of the solutions will be judged. In that way, your entry is guaranteed an unbiased decision.

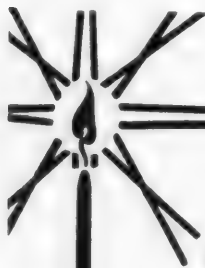
Prizes: Teachers—First prize \$10; second prize \$5; High School Students—first prize \$5; second prize \$3; College Students (including private business school students)—first prize \$5, second prize \$3.

December Business Letter Problem

ARNOLD SCOTT, sales manager of the Michigan Paper Mills, has 160 salesmen. Before the depression, there were twice as many. Those with the company are all good men. The youngest one in service has been with the company seven years. Scott is a great leader of men, but does not pretend

to be a good letter writer. So he turns to Pat Duncan, the advertising manager, for help in preparing a New Year's message for his force.

Act I: In this letter drama, then, you are playing the part of Duncan. In your office, one morning in November, you are reading a memorandum from Arnold Scott.



Mr. Duncan:

How do you like this letterhead with the two candles?

I bought two hundred copies yesterday in one of my extravagant moments. It strikes me as something with a real punch to use for my annual New Year's greeting to our salesmen. Each year we burn a candle in our lives. The old one stands for a lot of things we meant to do, but it is too late now. But the new one may be made to represent more sales, and better living, for all of our men.

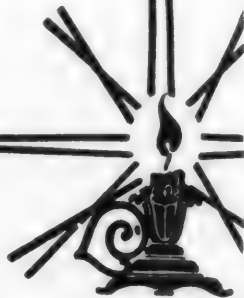
I guess this is enough to explain in the rough the message that should be written, but to tell the truth I lack the imagination, and emotional power to do the job. I am afraid anything that I would attempt to write would turn out to be pretty sour, although you know my heart is full of gratitude and admiration for the splendid work our men have done in these last difficult years.

In other words, I've got the letterheads, and they are swell, but I need you to write the message for me. Do it, Pat, and I'll ask Santa Claus to bring you a box of those vile cigars you are in the habit of smoking. Don't let me down. Give me the best New Year's letter ever mailed to our men.

Arnold Scott

Act II: You write the letter.

Act III: The winners are announced in the January number of the **BUSINESS EDUCATION WORLD**. Prizes to teachers have been doubled.



YOUTH OF FOREIGN LANDS

• EDWARD J. McNAMARA, LL.D.

Principal, High School of Commerce
New York City

The business training offered in historic African ports is outlined in this, the fourth of a series

IN this article we shall endeavor to give the reader our impression of the larger cities of Northern Africa on or near the Mediterranean. Our boat stopped at Tangier, Algiers, Phillipville, Tunis, Carthage, Alexandria, Cairo, and Port Said. Not all these places are important to the visitor who is making a study of the life and customs of young people in the different cities.

Arriving at Tangier early in the forenoon, we disembarked. As we left the dock we could see the adjoining hillside, covered with white limestone houses densely packed together. We had not taken many steps before we were surrounded by importunate Arab guides who assured us their services were absolutely necessary if we did not desire to be lost. Most of them spoke good English and seemed to enjoy the opportunity of demonstrating their fluency in using it.

One Method of Teaching

The average visitor to Tangier does not know what persistence is until he has rejected the services of one of these guides. Two or three attached themselves to our little party and it was impossible to shake them off. One was a boy of about twelve who spoke English quite well. When asked where he had learned his English, he explained that he attended the English school kept by a Mr. G—. His terse explanation of his proficiency spoke wonders, for he said he learned it at the end of a stick. "Little stick—no English; much stick—more English."

Another was a young man of about twenty-two. He refused to take "no" for an answer and continued to follow our party. For a while we discouraged him by telling him that if he kept on following us we would charge him for our services as his guide. When this

idea percolated through his head, he was inclined to give up, but since the other continued, he thought he could chance it. His arrogance was such that after a while we strolled over to a policeman and made a complaint. The policeman quickly sent him on his way with a few sharp words. On our way we went rejoicing, only to meet him at the next corner trying to overcome his indignation. The cause of his indignation was not that the complaint was made, but that it was made to a Moorish policeman. Our Arab friend told us we "made shame on his face." Soon he disappeared, only to have his place taken by two or three others.

Tangier is a rather primitive place. It is difficult to picture these people, in their dust and rags, as the ones who had the venturesome spirit, not so long ago, to carry on the piracy that has since formed the basis of many a romantic tale of the Barbary coast. Their hovels are crowded together, and living conditions are deplorable. Their working hours are spent in poorly lighted, ill-ventilated shops on dirty, narrow, noisy streets through which heavily laden, diminutive donkeys push their way. After visiting the Sultan's palace, the Kasba or Prison, and the Market Place, we made our way back to the boat.

Our next stop was Algiers, which is a much larger city, and shows the benefit of French administration. One who wishes to study the contrast between the old and the new civilization may do so to advantage in Algiers. The new part of the city is modern in every respect—fine wharves, tramcars, automobiles, apartment houses, schools and churches, gardens, parks, clean streets, and well-regulated traffic. The old, native quarters have none of these. The streets are narrow, scarcely five feet wide, and wet and winding; they take their tortuous way down the hillside in a

dizzy descent of slippery steps. The shops, which line these streets, are mere hovels, displaying all sorts of unappetizing foods.

We decided to visit the new section of the city first. Our guide brought us by automobile to the Botanical Gardens, where we saw the banyan tree, the yucca tree, the dragon tree, date palms, etc. Then we started for a drive along Mustapha Supérieur, which is a road running along the highest ridge of the city. Here the residences of the well-to-do of Algiers overlook the port and offer an excellent bird's-eye view of the city. On the way we passed the Ecole Pratique de Commerce et d'Industrie, which we later visited.

Foreign schools, we learned, have extra long lunch periods. Taking a tram from the center of the city, we arrived at 11:45 to learn



L'Ecole Pratique de Commerce et d'Industrie

that the school would not be in session again until after two o'clock. However, we had the opportunity to learn what the French Government is doing to encourage education.

This high school of commerce is a well-built, modern school covering about three blocks. The school is devoted both to industrial and commercial training. The well-equipped shops are in one building, set on one side of a play field a block long; down the other side of the field, at right angles to the shops, is the refectory from which about thirty boys came whooping onto the play field after lunch; along another side is a building of three stories for the academic and commercial classes. A visit to the typewriting room showed modern equipment of Remington and brand new models of the Japy machine. The subject is listed as *dactyllographie*, but the touch system is not used.

An evening session is conducted for the older boys. The day school course takes three years and creditable work is done. Employment at present is difficult to find in Algiers, but most of the graduates are eventually placed in the city's offices.

There are a few Arab schools available but the course is unlike that of a modern school.

Egyptian Magic

Arriving at Alexandria on Sunday, we took the train for Cairo. As we waited for the train to start, native hawkers besieged us, offering to sell food, drinks, native caps, beads, jewelry, etc. But the one who attracted everybody's attention was the "Galli Galli" man. This was our first introduction to him, and to say the least, we were amazed. He is the sleight-of-hand artist whose counterpart is found all over Egypt. With a few simple "props," such as three tin drinking cups, three corks, and one or two chickens about a week old, he astounds the visitor with his many tricks.

The Galli Galli business is a cult in itself. Those who are skilled in the art train young boys from four to fourteen. These youngsters smuggle themselves aboard tenders plying between ships and shore and give performances whenever they can gather a crowd. As all the tricks are performed within two or three feet of the spectators, the artist must be exceedingly adept.

On our way to Cairo we saw mile after mile of flat, irrigated earth, said to be the most fertile in the world. Just at this time the fields were being prepared for the cotton planting and the furrows were flooded.

Cairo, where we remained for nearly a week, is a progressive, modern city. Space does not permit a detailed description of Cairo nor of the things that we did and saw there. We should have to tell you of our trip on camels in a mild sand storm to visit the Pyramid of Cheops and the Sphinx; of our visit to the Egyptian Museum to see the wonderful collection of articles taken from the tomb of Tutankhamen; of our attending a performance of an Egyptian Cabaret. An entire article could be devoted to our visit to Memphis to see the ruins, and to Sakkara to

see the twenty-four tombs of the Sacred Bulls and the Stepping Stone Pyramid, which is said to be the oldest in existence.

As this is an educational magazine, we feel that our readers would be interested in knowing something of the educational opportunities offered by this old city to its youth. One day, as we walked about the native quarters, we came to a shop where rugs and carpets were in process of manufacture. Through the window we could see five or six boys,



Recreation Field at Algiers High School of Commerce

ranging in age from seven to twelve, tying knots in the yarn as it was woven into rugs. Walking inside, we found about twenty other boys similarly engaged. They knotted the yarn, pushed it down, and, with the same motion, cut it with a penknife carried open in the right hand. The speed the boys attained in doing this work was surprising. When they observed our wonder, they worked even faster and showed all their skill, which seemed to please the proprietor.

When we suggested later to an educational official that Egypt was exploiting her children, he rejected the idea and explained that the law compelled the children to attend school until they were eight years old, although they could work a half day while in attendance. Apparently even this law is not enforced.

In our investigation of the school system, we presented ourselves and our credentials at the office of the Minister of Education, who has charge of the schools all over Egypt. Our reception by his secretary was cordial and courteous. We learned that the school system is supervised on a functional basis; that is, a

specialist is at the head of each division of the system. They have controllers in charge of the secondary education, industrial education, primary education, private schools, commercial education, etc. These controllers have full charge in their division, have equal rank, and serve as advisers to the Minister in determining the school policies of Egypt.

This arrangement was of especial interest to us, because New York City, after an exhaustive survey, is now adopting this form of organization as a result of a report submitted last year by State Education Commissioner Graves. In Cairo, the system has been followed for more than fifteen years, and business education has received equal recognition with academic education.

The secretary greeted us formally with a respectful bow, followed by a handshake, and that followed by a salute, raising the right-hand palm out to the forehead. We learned this Egyptian greeting and used it when introduced to the controller of secondary education, with whom we discussed educational organization, budgets, types of schools, and other topics that cannot be treated here.

We were then conducted to the office of the Controller of Commercial Education, but unfortunately he was out visiting a commercial school. A telephone call reached him, and he immediately suggested that we take a taxi and join him. We were delighted at the prospect of meeting a controller who supervised schools by visiting them rather than by sitting in the office. One of the staff accompanied us as guide.

The Cost of Education

After our formal introduction and presentation of credentials, we sat down and compared notes. In Cairo, only the primary schools are free; students in the intermediate schools, which correspond to our high schools, must pay part of the expense of maintaining them. The annual cost per pupil is figured approximately at twenty-eight pounds, or \$140. Students in the general or academic schools must pay about twenty pounds, but in the commercial schools they pay only twelve pounds, for which they receive tuition, books, and a hot lunch.

All the instruction is given to the boys of this school by men; eight out of forty-three teachers are Britishers. The two courses that most interested us were English Business Training and French Business Training. The former is a three-year course and includes instruction in the English language, computation of business problems involving English currency, accounting and business papers in England, etc. The teacher, a Britisher, gave us some specimens of the work selected at random. French Business Training is given for two years by a Frenchman; it includes substantially the same things, but with adaptations to the French customs.

The Sloan-Duployan system of shorthand is taught on a limited scale. This we learned in the headmaster's office, where, as is the custom, visitors are served a demi-tasse of delicious Egyptian coffee.

The controller informed us that most of the boys in this school had had one or two years of general secondary education before their admission, and that the headmaster and he preferred such boys to those who entered without that training. In answer to our suggestion that they were unable to succeed in the other work, he smiled and admitted that it was true. Does this sound familiar to you?

At dismissal, we took a snapshot of the boys, shown on a preceding page. They were a courteous, fine-looking group.

Ernest D. Lobaugh

COMMERCIAL educators throughout the country are mourning the death, on October 10, of Ernest D. Lobaugh, at the Pas-savant Memorial Hospital, Chicago. He had entered the hospital ten days previously for an operation, from which he had apparently recovered when his heart failed.

For nearly thirty years, Mr. Lobaugh, as a representative of Ginn and Company, was a welcome visitor in the commercial classrooms of the public and private schools of this country. He held the confidence and respect of administrators and teachers alike, and his wise guidance was constantly sought in the preparation of curricula and text books.

Mr. Lobaugh was born in Elmwood, Illinois, April 26, 1871. He was graduated from Knox College (Illinois) in 1891. Later he completed the law course at the John Marshall Law School, Chicago, and was admitted to the bar.

Mr. Lobaugh was unmarried, and lived in Evanston, Illinois. He is survived by one sister, Mrs. George C. Cone, of Ann Arbor, Michigan, and three nephews, Harlan, Edgar, and Donald Wood, of Farmington, Illinois.

Iris Bliss

IRIS BLISS, one of Ohio's pioneer commercial educators, was accidentally killed in an automobile accident near Ashtabula, Ohio, on October 19.

Mr. Bliss was associated for many years with his brother, Charles, president of the Bliss Business College, of Columbus, Ohio. In 1930, he was appointed registrar of the West Virginia Business College at Clarksburg.

Mr. Bliss served two terms as president of the Ashtabula county board of commissioners, and in that capacity was identified with the development of an important viaduct project at Conneaut, Ohio.

He is survived by his wife, three sons, and a daughter.

MONUMENTS TO BUSINESS

(Continued from page 303)

tion in any succeeding year or years. Facilities allow for admission of only about one-seventh of the applicants each year. Last year's enrollment numbered about 2400. To date, approximately 200,000 students have shared the benefits of the Union.

Tuition is and has been entirely free since the founding of the Union. The student's only expense is the price of supplies and a small laboratory upkeep fee.

We have touched very briefly on the pattern of a most noble work of a most noble man, dedicated to his fellow men. Time, which works the acid test on all monumental structures, has found this great Monument modestly and steadily growing. "Good begets good," and so it is with the Cooper Union.

THE IDEA EXCHANGE

• Edited by HARRIET P. BANKER

To encourage the exchange of helpful ideas, a three-year subscription to the **BUSINESS EDUCATION WORLD** will be awarded to each teacher whose contribution is accepted by the editor. Contributions should be short, and preferably illustrated.

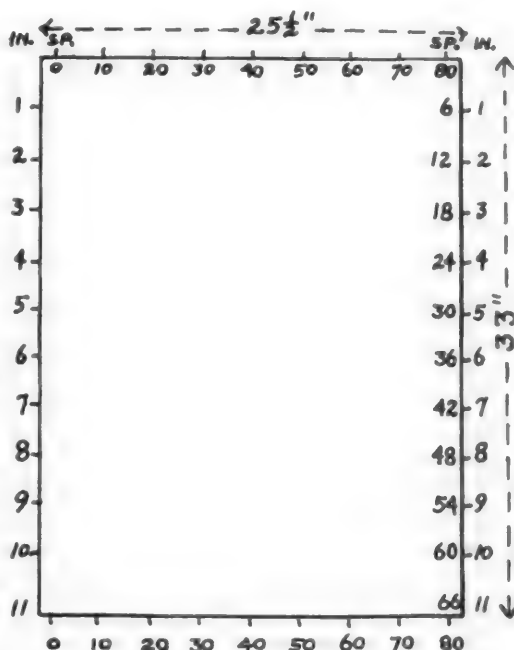
[EDITOR'S NOTE—Descriptions of several devices used by Mr. Hankinson in his classes in Commercial High School, Montreal, appeared in these columns last year. In the article which follows, Mr. Hankinson offers a miscellany of ideas.]

Some Ingenious Devices

ANOTHER device, which may be painted on the blackboard, useful in showing the layout of work as a whole, is a rectangle, measuring $25\frac{1}{2}$ inches by 33 inches, representing a sheet of paper $8\frac{1}{2}$ by 11. A horizontal scale is shown along the top and bottom edges and a vertical scale down each side. The vertical scales show not only the number of lines that can be written on an ordinary sheet of paper, namely, sixty-six, but also the corresponding figures in inches, the inches being placed at every sixth line on the scale.

As teachers are well aware, a very common fault is the placing of exercises too high or too low on the page. A few minutes spent in working out the proper position of the various lines on a given piece of work will result in exercises being correctly placed on the page and will entirely eliminate all guesswork.

We have also made up for the absence of a vertical scale on the typewriter by making out of strong sheets of paper backing sheets which measure $9\frac{1}{2}$ by 12. Down each side of these sheets we have typed figures representing each line from one to sixty-six. When an exercise, such as a title page or program,



Relation of Typewriter Scales
to Paper $8\frac{1}{2}$ " x 11".

is to be typed, an $8\frac{1}{2}$ x 11 sheet of paper is placed on top of one of these backing sheets and both are fitted into the machine. The numbers down each side of the backing sheet are distinctly visible, so that it is a simple matter to type the copy opposite the proper lines.

A wall chart showing finger divisions is a great convenience, even a necessity, in beginning classes. We have made such a chart, measuring five and one-half feet by three feet, and have mounted it in the usual way. The finger divisions are shown in different

colors, the first finger keys being green; the second, black; the third, red; and the fourth, blue. A line divides the section operated with the left hand from that operated with the right. In making this chart, the circles representing the keys were first painted solid with the correct color, the letters and figures being painted on afterwards in white. The effect is, therefore, that of white letters on a colored background, the colors standing out very prominently.

One other device completes the series. The serial numbers of typewriters are usually not easily seen, yet it is desirable to have some ready way of referring to particular machines or locating some particular machine. We have adopted the plan of painting the serial number in bold figures in white enamel on the back of the machine.—*A. S. H. Hankinson, Commercial High School, Montreal, Canada.*

An Automobile Race

THE students in my typing classes thoroughly enjoyed the automobile race shown in the accompanying illustration. Each road represents a different class. This encourages group competition, as each class strives to have the greatest number of cars at the highest speeds, and the plan offsets the individual competition wherein each student tries for the lead.

A student is permitted to receive a car for entry in the race when he has written at least twenty words a minute. The rate is determined in accordance with the International Typewriting Contest rules. During the first semester, five- and ten-minute tests are used; during the second semester, fifteen-minute

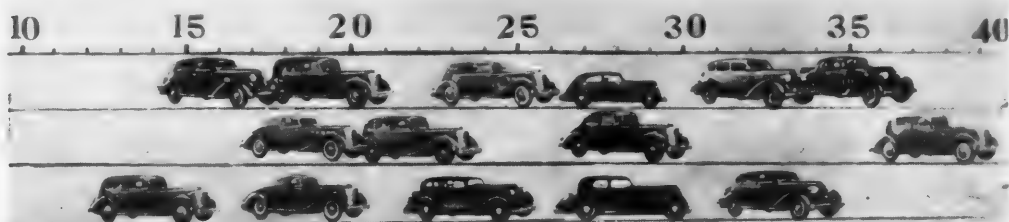
tests. At mid-semester, students who exceed thirty words a minute are given cars of the new year's models. After entering a race, any car that fails to attain at least fifteen words a minute is withdrawn.

Pictures of the cars may be obtained from the advertising material of the various automobile sales agencies. Wall board or a strip of wrapping paper may be used for the chart.—*Ruth Sparks, High School, Summitville, Indiana.*

Christmas Games and Devices

FOR our Christmas class party this year, I wrote out in shorthand as many nursery rhymes as there were pupils in the class, putting one line of each rhyme on a separate slip of paper. The papers were then scattered about the room, the object of the game being to assemble the lines contained in any one rhyme. The first to finish received a small prize. At this party, too, the pupils enjoyed working out in shorthand several simple cross-word puzzles which I had made up for the occasion.

A seasonal device which I have used several times is this: I cut a Christmas tree out of green paper and paste it on a piece of cardboard. A week or two before Christmas, I divide the beginning class into two sections—the gold star group and the silver star group. For each perfect budget paper turned in, a gold or a silver star is placed on the tree, depending on the team to which the pupil belongs. The day before the Christmas vacation begins, a simple prize is awarded to the winning team.—*Marion Horn, High School, Le Roy, Illinois.*



AUTOMOBILE RACE CHART FOR TYPING CLASSES

HOW WE TEACH TRANSCRIPTION

• E. W. HARRISON

Head of Commercial Department
John Hay High School, Cleveland

AS stated in last month's article, the course of study at the John Hay High School provides for a fifth-term, double-period, shorthand-transcription class called Stenography V. The first half of this double period is devoted to shorthand. The class meets in a room equipped with movable tables, designed to accommodate forty-eight students, four students to a table. The second half of the period is devoted to English, dictation, or machine transcription. For this work the class uses a room equipped with specially constructed 40-inch-top tables on which typewriters are so fastened as to allow an 18-inch free arm space for taking shorthand dictation. This arrangement permits of a very flexible distribution of the activities of the transcription half of the double period.

At the present time, there are 150 students in the Stenography V group, 30 of whom, through the influence of a functioning guidance set-up, are further classified as special shorthand pupils. Furthermore, the administration offers to this superior group an opportunity for achievement through an extra-curricular class under the supervision of Miss E. E. Hess.

Our aim in teaching transcription and the method which we use to realize those aims are described briefly below.

Aims in Teaching Transcription

We aim to develop separately the skills later to be integrated in transcription.

For the larger group:

1. Shorthand: 100- to 120-word speed rate, with transcript accuracy of 98 per cent.
2. Typewriting 45-word net speed rate for 15 minutes, with accuracy of one error in two minutes.
3. English: An acceptable standard (mail-

The second installment of a series of lesson plans used by a school of many transcription champions

able letter accuracy) in spelling, punctuation, and paragraphing.

For the special group:

1. Shorthand 160-word Gregg award for third-year students; 140-word Gregg award for second-year students; 100-word Gregg award for first-year students.

Comment. Our criticism of contests centers around the fact that the shorthand "measuring stick" is too short. It does not allow a superior student to demonstrate his shorthand skills—factors as vital in transcription rate as basic typing skill.

2. Transcription: 60- to 80-word rate for third-year students; 50- to 60-word rate for second-year students; 40- to 50-word rate for first-year students.

3. English: An acceptable standard (mailable letter accuracy) in spelling, punctuation, and paragraphing.

Procedure

Shorthand skills:

1. Penmanship fluency: time, 3 minutes. Source: "5,000 Most Used Shorthand Forms."

Comment. Today's drill, to cite a specific instance, centered around the penmanship execution of *abuse*, *cloudy*, *crowd*, page 56. The drill stressed the straight back and the relative size of the diphthongs, and the "hump" to indicate the unequal length of joined horizontal curves.

2. Word building: time, 5 minutes. Source: words from daily dictation content.

Comment. A word, with its derivatives, taken at random from the drill in today's lesson, as an illustration, is "terminate." Mimeographed shorthand outlines only are given to the students. Thus:



[Term, termed, terminable, terminal, terminally, terminate, termination, terminology.]

3. Dictation: time, 10 to 20 minutes. Source: miscellaneous material.

4. Oral Reading: time, 3 minutes. Source: plate work from "5,000 Most Used Shorthand Forms," or shorthand notes of the previous day's dictation assigned as home work.

Comment. Sampling to test preparation on reading assignment is a daily classroom routine in shorthand. Reading notes is a shorthand skill. This skill, through silent reading of notes, with application of English skills to such content, is the student's responsibility and is acquired in his own time, not in the classroom.

In the typing room, the day's take is read aloud as a whole-group exercise. A reads to B, B to C, etc., some groups reading fluently and others, slowly; but all two-member groups read aloud. This preparation for the typewritten transcript in a "develop-skills-separately" method consumes about twenty minutes.

Typewriting skills: time, 5 to 15 minutes.

Comment. Transcription practice for the superior group has been confined exclusively, for the first marking period of six weeks, to building up speed and accuracy by the straight-copy method. The aim in this group is to develop exceptional typewriting achievement.

For the normal group, a minimum standard of 45 words has been achieved in Typing IV. The aim is to close the present lag of 30 to 40 per cent to one of 10 per cent, where present transcript speed is compared with basic typing speed.

The daily routine of briefing errors is a home work assignment. It is fully illustrated in the analysis of errors made by students A and B in the Gregg 100- and 120-word award test.

English skills: time, 5 minutes.

Comment. One letter in today's recitation was used for drill in English skills. The ideal recitation would have permitted the student to pause in the oral transcription to interpolate the reasons for the punctuation marks inserted. Developing English skills is a teaching process and interruptions are necessary to allow explanations by the teacher.

How we teach transcription to the special group is best exemplified by the fact that no unusual step is introduced in the routine in giving the Gregg award tests to condition the student to an awareness that his records here are to be more significant than those of the daily transcript. Therefore, on the awards tests, as on all tests, the student estimated, before transcribing, his probable number of shorthand errors—an evaluation of the hazards which his experience has taught him might be incidental to the take.

The results of the highest scores in both tests appear in Table I.

And what is a transcript? It is the evidence which enables you to weigh the reliability of skill evidence. To the teacher, transcription is a convenient device for measuring skills. That is all.

How reliable is the evidence? Suppose we spread it out in an itemized form for easy reference, as shown in Table II.

Comment. For all groups, a briefing of a typewritten transcript, as illustrated in cases A and B, is a part of the teaching routine of transcription. It is also a self-searching device for the student by which he may discover errors for himself.

An analysis of the typing errors in Table II shows two cases of letter transposition; two cases of machine piling; and two cases of words X'd out and the correct shorthand form written above—we allow no erasing.













But one type of error—the two X'd out words—is really important in the study of how to teach transcription. The typewritten transcript lag should not be more than ten per cent. It is frequently as much as forty per cent. And right here is where our method of closing this gap is different.

TABLE I

Student	Basic Typing			Transcription			
	P.L.R.*	Speed	Accuracy	Speed	Sten. Errors	Typing Errors	English Errors
A	128	85	99.5%	50	2	6	0
B	129	85	99.5%	75	4	2	0

* Probable Learning Rate.

TABLE II

<u>Student</u>	<u>Dictated</u>	<u>Transcribed</u>	<u>Wrote</u>	<u>Correction</u>	<u>Error</u>
A	I was not	I was			reading
	believed	believe			hearing
B	new	any			reading
	had	have			hearing
	planes	plans			reading
	their	his			reading

The usual method seems to be to prescribe more *typed transcription*. We prescribe *oral transcription*.

In our type cases, A requires intensive reading drills to develop awareness of word terminations and eye span in reading. Type-written transcripts offer a slow, expensive method as compared with a rapid development-skills-separately method.

B, our other type case, is a beginning fifth-term student. Table I offers evidence of a truly wonderful typewritten transcript. There are but two typing errors—one in piling, one in transposition. The transcription rate is 75. Her "estimate" followed by "zero" indicated, as is the teaching practice of Miss Hess, that B expected to turn in a transcript with no shorthand errors. Of the four shorthand errors, three were due to faulty reading of fluent shorthand notes (two errors would probably have been located by checking) and one to faulty hearing.

Study B's errors singly. In the sentence, "Such power would have permitted the placing of contracts with new companies," the transcript shows *any*. The shorthand outline is clearly written *new*. In the next group of words, "took the same view and had struck them from the bill," the transcript shows *have*. This is clearly a case of hearing. The last sentence of the 120-word take was, "they have assembled their planes and are on the job." The transcript shows the words *his plans*. The shorthand notes are clearly written. The error is chargeable to any one of several causes.

In conclusion, we believe that a few students have superior attributes for success; that administration should offer an opportunity for high achievement to those few; that guidance can aid them in the selection of a field of satisfying endeavor; and that the transcription department must exert pressure to attain high achievements in this skill.

Finally, Miss Hess makes a contribution—a vital one. It is this: Learning is a game in which students can be trained to experience keen delight in high achievement.

A Legal Creed for Every American

W M. RAMSEY, head of the commercial department, Roosevelt High School, Los Angeles, has selected the following excerpts from a recent address by California's Lieutenant Governor and has assembled them under the particularly appropriate title, "Preamble to a Study of Law."

It is the duty of every American—

To know his country's history and be proud of it.

To understand his own government and honor it.

To know the laws and obey them.

To respect all duly constituted authority.

To be loyal in action, word and deed.

To defend our country against its enemies.

Teachers of commercial law will like Mr. Ramsey's suggestion that their pupils paste copies of this preamble in their law texts.

38th Annual Convention Program of the National Commercial Teachers Federation

Hotel Sherman, Chicago, December 26-27-28, 1935

THE long-looked-for program of the 38th Annual Convention of the National Commercial Teachers Federation has been released by D. D. Lessenberry, President of the Association. Those who have not seen the officers of a large association at work for many months preparing the program and arranging the thousand-and-one details which must be cared for in order to insure a smooth-running and efficient convention have little idea of the immensity of the task. President Lessenberry and his official staff of officers have more than done their part in making this convention an outstanding success.

The convention opens Thursday, December 26. A series of skill demonstrations sponsored by a number of exhibitors will be held during the afternoon. This will be a most valuable contribution to the Federation program. At 4 p.m., in the famous "Penthouse on the Roof" of the Hotel Sherman, tea will be served in honor of the former presidents of the Federation.

The convention will be formally opened at 8:30 p.m. with the first general assembly. Mr. Lessenberry will preside. The address of welcome will be delivered by Dr. William F. Bogan, Superintendent of Schools, Chicago. Dr. Louis L. Mann, Rabbi of the Sinai

Congregation, Chicago, will speak on the subject, "Five Epochs in One Generation: A Study of the Ethics of Business and the Business of Ethics." Dancing and a four-star floor show from the College Inn will follow the assembly.

The programs of the various departments and round tables which meet on Friday and Saturday follow.

DEPARTMENT PROGRAMS

PRIVATE SCHOOLS

President: Dr. T. E. Musselman, Gem City Business College, Quincy, Illinois.

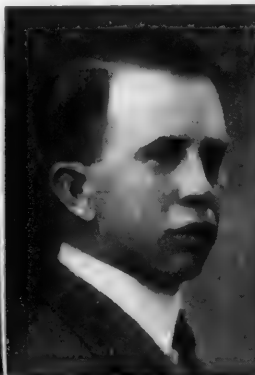
Friday Morning, December 27. "What the Business Man Demands When Employing a Stenographer or a Bookkeeper," James Craig, Former District Governor of Rotary, and President, Craig Employment Agency, Chicago. "Placement and Follow-up of Our Students," C. W. Edmondson, President, Edmondson School of Business, Chattanooga, Tennessee. "The Training and Outlook for Youth in the Business Vocations for 1936," J. Evan Armstrong, President, Armstrong College, Berkeley, California. Forum Discussion Topic: "What Emphasis Should We Place in Our Courses on Business Behavior?" Miss Nettie M. Huff, Huff School of Commerce, Kansas City, Leader.

PUBLIC SCHOOLS

President: W. S. Barnhart, Head, Commercial Department, Emmerich Manual Training High School, Indianapolis.



MRS. MARION TEDENS
Second Vice President



J. MURRAY HILL
Treasurer



BRUCE F. GATES
Secretary



L. M. HAZEN
First Vice President



D. D. LESSENBERRY
President of the Federation

Friday Morning, December 27. "How to Educate for Office Conduct," William L. Moore, Principal, John Hay High School, Cleveland. "Personnel Administration in the School and in the Office," W. M. Morrison, Personnel Manager, United States Gypsum Company, Chicago. Jury Panel Discussion Topic: "What Curricular Adjustments Should Be Made in Business Education in the Secondary Schools?" Chairman of Panel, Dr. W. R. Odell, Assistant Professor of Education, Teachers College, Columbia University, New York. Members of Panel: Miss Jayne Church, Toledo University, Toledo; W. R. Foster, East High School, Rochester, New York; Mrs. Marguerite Fowler, Director of Commercial Education, Louisville, Kentucky; Miss Florence Krantz, Senior High School, Dubuque, Iowa; Dr. A. K. Loomis, Principal, University High School, University of Chicago; Ivan Mitchell, Western High School, Detroit.

ROUND-TABLE PROGRAMS

BOOKKEEPING AND ACCOUNTING

Chairman: Thomas May Peirce, Jr., Peirce School of Business Administration, Philadelphia.

Friday Afternoon, December 27. "Training of the Accountant in Relation to His Social Responsibilities," Dr. E. W. Atkinson, Director, Department of Commerce, San Jose State College, San Jose, California. "The Duties and Opportunities of the Professional Accountant in Relation to Public Service," Donald M. Russell, Resident Partner, Lybrand Ross Brothers & Montgomery, Detroit. Discussion Leader, Dr. W. R. Robertson, Head, Department of Accounting and Law, Tri-State College, Angola, Indiana.

Saturday Afternoon, December 28. "Responsibilities of the Accountant to His Clients and to the Public,"

Dr. Earl A. Saliers, Director, Department of Commerce, Louisiana State College, Baton Rouge. "Relationship Between the Accountant and the Business Executive," James O. McKinsey, Industrial Engineer, Chairman of the Board of Marshall Field & Company, Chicago. Discussion Leader, C. E. Hostetler, Vice President, Walton School of Commerce, Chicago.

ADMINISTRATORS

Chairman: Don J. Blankenship, High School, Kenosha, Wisconsin.

Friday Afternoon, December 27. "Effective Pupil Guidance," Dr. Elmer E. Spanabel, Vocational Counselor, Fifth Avenue High School, Pittsburgh. Jury Panel Discussion, Members of Panel: Irving Garbutt, Director of Commercial Education, Cincinnati; E. P. Barnes, Highland Park, Illinois; Miss Mildred McCauley, Shenandoah, Iowa; Guy Daniels, Chapman, Kansas; Miss Mary Gallagher, Kankakee, Illinois; O. F. Barnes, Des Moines.

Saturday Afternoon, December 28. "Responsibility for Placement and Follow-up in the Commercial Department," Dr. Harry D. Kitson, Teachers College, Columbia University, New York. Jury Panel Discussion, Members of Panel: Richard Hallisy, Racine, Wisconsin; L. Gilbert Dake, St. Louis; Irving Garbutt, Cincinnati; B. Frank Kyker, Greensborough, North Carolina; Gus Parker, Maywood, Illinois; Clyde Blanchard, New York; Egbert Hunter, Chicago.

COLLEGE INSTRUCTORS

Chairman: R. F. Webb, State Teachers College, Indiana, Pennsylvania.

Friday Afternoon, December 27. "Direct Contributions of Business Education Curricula and Methods of Instruction to the Improvement of Student and Adult Behavior," Dr. Clyde Beighey, Western Illinois State Teachers College, Macomb. "Improvement of Teacher Attitude and Practice with Reference to Mastery as a Result of Emphasis Upon Scholarly Attainments in Business Teacher Training Curricula," Miss Luvicy M. Hill, University of Nebraska, Lincoln.

Saturday Afternoon, December 28. Topic: "Commercial Teacher Preparation and Certification." Committee Chairman: Dr. E. G. Blackstone, University of Iowa, Iowa City; "Standards for the Selection of Trainees for Commercial Teaching," Dr. A. J. Lawrence, University of Kentucky, Lexington. "Standards for Practice Teaching," Dr. E. G. Blackstone. "Standards for Certification of Commercial Teachers," Miss Helen Reynolds, Ohio University, Athens.

OFFICE MACHINE PRACTICE

Chairman: H. M. Winkel, Division of Public Relations, Milwaukee Vocational School, Milwaukee.

Friday Afternoon, December 27. "Modern Standards of Required Accomplishments in Office Machine Operating," A. W. T. Ogilvie, President, Chicago Office Managers' Association, and Lecturer in Management, Northwestern University, Chicago. "Observations and Recommendations in the Guidance and Training of Office Machine Operators," Thomas Redfield, Instructor in Accounting Machines and Office Appliances, Milwaukee Vocational School, Milwaukee.

Saturday Afternoon, December 28. Jury Panel Discussion, Theme: Modern Needs, Placement Opportunities, and Vocational Difficulties of Office Machine Operators; Discussion Leader: J. C. Springman, Director, Commercial Education, High School, Pontiac, Michigan. Members of Panel: Miss Helen M. Beaumont, Vocational Counselor and Placement Officer, John Hay High School, Cleveland; Miss Regina Groves, Principal, School for Secretaries, Madison, Wisconsin; Vernal D. Carmichael, Associate Professor of Business Education, Ball State Teachers College, Muncie, Indiana; Miss Emily Roe, Commercial Division, South High School, Akron, Ohio; Thomas Redfield, Instructor in Office Appliances, Milwaukee Vocational School, Milwaukee; William Bachrach, The Dearborn Company, and formerly Director of Commercial Education, Chicago.

SECRETARIAL

Chairman: Miss Mary Alleta Dodd, High School, Springfield, Illinois.

Friday Afternoon, December 27. "The Secretarial Field," Mrs. Miette B. Denell, Managing Director, Chicago Collegiate Bureau of Occupations, Chicago. "The Secretarial Curriculum," Conrad J. Saphier, President, Commercial Education Association of New York and Vicinity, and Chairman, Secretarial Department, Samuel J. Tilden High School, Brooklyn, New York. Discussion Topic: "How to Organize Classroom Situations So As to Develop Desirable Business Traits," Leader: Miss Mary Ann English, Tuley High School, Chicago.

Saturday Afternoon, December 28. "Foundation Training for Transcription," Miss Eleanor Skimin, Northern High School, Detroit. Discussion Topic: "How Content of Instruction May Be Adapted to Individual Differences," Leader: Richard O. Wessels, Chairman, Stenographic Department, Proviso Township High School, Maywood, Illinois.

SOCIAL-ECONOMIC SUBJECTS

Chairman: Dr. Harold G. Shields, Assistant Dean, School of Business, University of Chicago.

Friday Afternoon, December 27. "The Money Concepts of Senior High School Students," Mrs. Ruth Thomas Zeigler, Wilmette, Illinois. "The Business Concepts of Senior High School Students," Miss Althea Christenson, High School, Barrington, Illinois. "The Problem of Senior Business Training," Miss Frances Unzicker, Gary Public Schools, Gary, Indiana.

Saturday Afternoon, December 28. "The Improvement of Instruction in the Social Business Subjects," J. Raymond Smith, New Trier Township High School, Winnetka, Illinois. Jury Panel Discussion, Theme: "Practical Problems in Introducing Social-Economic Education." Chairman of Panel: W. A. Kumpf, High School, Hammond, Indiana; Members of Panel: Miss Etta Larson, High School, DeKalb, Illinois; B. J. Knaus, Director of Commercial Education, Chicago; Miss Alpha Myers, High School, Bloomington, Illinois; Miss Louise S. Schaefer, Lindbloom High School, Chicago.

Saturday's Program

The second general assembly of the convention will be held Saturday morning, December 28. Following the annual business meeting and election of officers, Dr. G. Bromley Oxnam, President of DePauw University, will deliver an address on "Culture and the Preservation of Democracy."

President Lessenberry has scheduled a new feature of exceptional pedagogic value for Saturday afternoon from 1:30 to 2:30. This feature will consist of a series of teaching demonstrations covering the subjects of shorthand, typewriting, office practice, bookkeeping, junior business training, and business behavior.

The convention will close Saturday evening with the annual banquet and dance.

N. C. T. F. Offers Threefold Service

Bruce F. Gates, Waterloo, Iowa, Secretary of the Federation, is in charge of the membership campaign and all indications point to the hanging up of a new record. The total registration last year was 1,008. Mr. Gates is assisted by twenty-one district supervisors, and the advance registration already points to a healthy growth in the membership of this organization.

The annual fee of \$2 entitles a member to a threefold service, each branch of which is worth the entire fee: a convention program of superior merit, a year book filled with instructive teaching suggestions, and three issues of the official journal of the Association, *Federation Notes*, filled with articles on modern methodology in the field of commercial education. The Federation has a superior editorial staff in charge of its publication: Editor, Miss Eleanor Skimin; Associate Editors, R. R. Aurner and William R. Foster.



See Page 348 for B. E. W.
Calendar

DIRECT METHOD OF TEACHING GREGG SHORTHAND

• ANN BREWINGTON

Assistant Professor, The School of Business
University of Chicago, Chicago

**A condensed transcript of the third period
teaching procedure, based on "Direct-
Method Materials for Gregg Shorthand"**

SINCE limitations of space prohibit a verbatim transcript of all class periods, only a portion of the third class period is reported here.

ACTIVITY. *Teacher dictates "Just Begin" in 30 seconds; class takes dictation.*

TEACHER. Some of you stopped writing before finishing the article. If you had kept on writing you could have finished the article. Write in the shorthand outlines that you know and put in dashes for those you do not know. The object is to keep going at this pace.

STUDENT. If an outline goes up into another outline what do you do?

TEACHER. Just let it go. Your writing now is large and irregular. That is exactly as it should be. In your study of psychology, did you ever hear of the Law of Initial Diffuse Movement? Well, we are experiencing the operation of that law now. I'll dictate the article again.

ACTIVITY. *Teacher dictates "Just Begin" in 35 seconds; class takes dictation.*

TEACHER. That is very much better, but you are too much concerned about getting the outlines just so-so. I think I am dictating too slowly. You should be more concerned about your writing technique than you are with what you have written.

ACTIVITY. *Teacher dictates "Just Begin" in 20 seconds; class takes dictation.*

TEACHER. You had much better writing movement when I gave it to you in 20 seconds. Now, take up your stylus and go over those outlines that caused you trouble. Go over them very rapidly.

ACTIVITY. *Each member of class goes over outlines that caused him trouble. Teacher calls "Time" after one minute.*

TEACHER. Now pick up your pen and write

the outlines that you have been going over.

ACTIVITY. *Each member of class writes in his notebook outlines that he has been going over. Teacher calls "Time" after one minute.*

TEACHER. We will now take dictation on the entire article again.

ACTIVITY. *Teacher dictates "Just Begin" in 30 seconds; class takes dictation.*

TEACHER. This time when I dictate it, you keep writing after I have stopped, until you get something in your notebook for every word of the article.

ACTIVITY. *Teacher dictates "Just Begin" in 30 seconds; class takes dictation.*

TEACHER. That is very much better. I'm sure you feel much happier about it, because your faces show that you do.

The specific steps in the teaching technique for other class periods are recorded on pages xii to xiv of "Direct-Method Materials for Gregg Shorthand."

Every day before the beginning of the class hour, the teacher (1) posts on the bulletin board records showing progress in learning (illustrations of such records are reported in "Direct-Method Materials for Gregg Shorthand," pages xvi to xxi inclusive); (2) writes in shorthand on the board (a) the assignment, (b) comments in notebooks. Many days the teacher will compose and write on the board prior to the class hour materials to be used in a specific situation.

The assignments for the third to the sixth class periods inclusive are as follows:

THIRD CLASS PERIOD

1. Practice writing in your notebook "Just Begin" until you can take dictation in 30 seconds.
2. Go over the outlines of "Learning Shorthand" until you can go over the entire article in 30 seconds.

3. Write "Learning Shorthand" once and record the time it takes you to do it.

4. Write through "Learning Shorthand" 5 times and record the time it takes you to do it the last time.

5. Go over the outlines "Your Teacher Will Aid You" until you can do it in one minute.

6. Go over the outlines of "Good Technique," Part I, until you can do it in 30 seconds.

FOURTH CLASS PERIOD

1. Write "Learning Shorthand" until you can take dictation on it in 45 seconds.

2. Go over the outlines "Your Teacher Will Aid You" until you can do it in one minute.

3. Go over the outlines "Technique in Thinking" until you can do it in 1 minute 15 seconds—both parts.

4. Read aloud "Your Teacher Will Aid You" 5 times.

5. Read aloud "Making the Right Use of Money" until you can read it in 30 seconds.

6. Go over the outlines of "Making the Right Use of Money" until you can do it in a minute.

7. Work over all previous assignments until you have accomplished them.

FIFTH CLASS PERIOD

1. Write "Learning Shorthand" in 45 seconds. "Write" means be able to take dictation.

2. Go over outlines of the Train Story, 1 minute 15 seconds.

3. Go over outlines of "Making Use of Money," 1 minute.

4. Read "Train Story" 5 times.

5. Go over outlines on Pages 1, 2, 3, once and record your time.

SIXTH CLASS PERIOD

1. Read 5 times, Part II, Train Story.

2. Go over Part II, Train Story in 45 seconds.

3. Write Part II of Train Story until you can take dictation on it in one minute.

4. Go over outlines of Pages 5, 6, 7, until you can do them in 4 minutes.

5. Bring your "5,000 Most Used Shorthand Forms" book to class.

Comments in Notebook

In addition to the comments that have appeared in notebooks on preceding days, the following comments were made through the sixth class period.

THIRD CLASS PERIOD

1. Make yourself get the correct writing movement.

2. Do not be discouraged.

3. Excellent work.

FOURTH CLASS PERIOD

1. Lift your pen at the end of outlines.

2. How long did it take you to write this much?

3. There is no shading in Gregg Shorthand.

4. Never write over an outline.

5. Very good.

6. Excellent.

FIFTH CLASS PERIOD

1. Where is the time I asked you to record?

2. Good work—all but the shading.

3. You did not complete the assignment.

4. Not enough practice work to enable you to get all the dictation.

5. Excellent work—if you would lift your pen at the end of outlines.

SIXTH CLASS PERIOD

1. Excellent—all but the knobs.

2. Let me talk with you about your pen.

3. Let me work with you so that you will learn the correct writing movement.

4. Where is your time for going over outlines of pages 1, 2, 3?

(To be concluded)

California Appoints New Dean

HOWARD S. NOBLE has accepted the deanship of the newly created college of commerce of the University of California at

Los Angeles. Present plans for the college, the fourth within the university at Los Angeles, include specialization in accounting, marketing, finance, and general business, with secretarial and commercial teacher training to be added soon.



HOWARD S. NOBLE

Dean Noble has been in the University of California's department of economics for the past thirteen years. He is president of the American Association of University Instructors in Accounting, a member of the American Economics Association, and a certified public accountant. The degree of M.B.A. (with distinction) was conferred upon him in 1919 by Harvard University. He has studied at the British Institute of Accounting, London, and is co-author of a popular text on accounting. Dean Noble is also an experienced teacher and writer of shorthand.

SUPPLIES AND EQUIPMENT NEWS

• Edited by ARCHIBALD ALAN BOWLE

15. Pronto Storage Files are of all shapes and sizes. Used for transferred materials, they're collapsible, but they don't collapse when set to receive your correspondence or other material. Steel front, steel-braced drawer and shell take care of that. Just the kind of equipment to keep old records that clutter up the classroom. Perhaps of more use in offices than in school rooms, but quite handy to hold the transferred records of the school administrative office or the examinations department.

16. "Da-Log, a private, personal, confidential secretary, for men who do things," says the advertisement. "Why for men only?" we ask. "How about the ladies in business?" This excellent glorified diary—easily-kept reminder of things to be done, records to keep tabs of, details to be taken off the mind, a "log" that leaves you free to think, to plan and to get action, is useful to everyone who must get things done. School administrators and teachers will find other features invaluable, such as the eight-days-at-a-glance diary; the open visible three-year calendar; the visible addresses; the magic month's cards made by the Acme Card System Company.

17. Kant-Slip Continuous Machine Forms will interest you. Down each edge of the endless forms are punched holes. Upon the platen of the typewriter or billing machine using these forms are spikes which fit perfectly into these holes. This is the pin wheel multiple copy aligning principle of the Standard Register Company. This alignment allows you to use your carriage spacer with the assurance that all the copies are always in perfect alignment—no slipping of copy or carbon. The forms feed automatically, aiding speed and insuring accuracy and efficiency.

18. The S-W visible phone index is good; we use it in our own office! The small box of cards, 6" x 7" x 4", has a capacity of 100 names and telephone numbers . . . and that's as many as the average teacher or school official will have. There is a larger card size, with 4,000 name capacity, if you want it. And you can find a number instantly . . . or at least it won't take you more than six seconds. Far better than a cumbersome notebook for such information. Shaw-Walker has a winner here.

19. Yes, there are! That's the answer to the oft-repeated question as to whether or not there are such things as flat mailing tubes. When teachers send in to the *Gregg Writer* specimens of excellently typewritten work or shorthand tests, some are tempted to roll them. The International Mailing Tube and Wrapper Company sells all kinds of wrappers for mailing material flat.

20. *Geyer's Stationer*, outstanding journal of the stationery trade, founded in 1877, has absorbed *Business Equipment Topics*, a publication which has been serving the office equipment and office machinery trade since 1905. The activities of the two lines have been merging through the years.

We take pleasure, therefore, in introducing *Geyer's Stationer including Business Equipment Topics*.

December, 1935

A. A. Bowle,
270 Madison Avenue, New York.

Please send me, without obligation, further information about the products circled below.

15, 16, 17, 18, 19, 20

Name
Address

News from Our Advertising Pages

A CARBON sheet which does not soil the hands, because the hands need never touch the carbonized surface, is "Micrometric", manufactured by F. S. Webster Company, Cambridge, Massachusetts. A white scale down one side serves as a line space guide, and keeps the fingers clean when extracting the carbon. Three sheets are enough for a class of thirty students.

DEPARTMENT store management and salesmanship continue to attract attention in the education field, as is evidenced by the fact that Dean Brisco, formerly of the University of Iowa, now heading the work of the School of Retailing, New York University, has brought out a book, "Store Salesmanship," published by Prentice-Hall, Inc., New York. His collaborators are Miss Grace Griffith and Dr. O. Preston Robinson, both of wide experience in department store practice and teaching.

"BUSINESS Offices—Opportunities and Methods of Operation," published in October by Harper and Brothers, 51 East 33d Street, New York, is the work of G. L. Harris, a writer who is eminently fitted by his long experience for the creation of such a book.

Mr. Harris advanced from rural school teaching to the principalship of the famous University of Chicago experimental high school; he served as instructor in Drexel Institute, and spent fifteen years with the Business Research Corporation of Chicago and as director of office systems and sales research for such organizations as the Addressograph-Multigraph Corporation.

MANY commercial teachers take professional pride in keeping up with new textbooks on business English. "English for Business Use," just published by the H. M. Rowe Company, 622 North Gilmore Street, Baltimore, Maryland, should be of interest to educators.

The publishers offer a free copy of this textbook to teachers who wish to consider it for adoption.

ANNOUNCEMENT is made by the Royal Typewriter Company of a unique contest in which prizes will be awarded for ability to select exact words (English study), ability to write an interesting, catchy slogan (advertising project), and ability in a typewriting accuracy test. Such projects, when they tie in with the work of the commercial department as this one does, are found by business educators to be helpful and interesting. Complete details will be found in the Royal Typewriter Company's advertisement in this magazine.

Bentley's Eraser Holder

THE ordinary blackboard eraser is not a very easy thing to hold *firmly* when cleaning the blackboard. You, no doubt, have dropped the eraser on more than one occasion. A sudden and unexpected contact with the moulding edge of the blackboard often knocks the thing clear out of your hand and covers the floor with snow-white, unwanted



FINGERHOLDS ON BLACKBOARD ERASER
Device by Frank Bentley, Jr., Missouri Valley, Iowa

chalk powder. How about getting a fairly large round file; then with it nick or groove the thin edges of the eraser? The thumb or a finger end will always rest in one of the comfortable recesses or nicks, so spaced as to permit the eraser to be easily held. If you mark the spots where the fingers hold on while erasing, you can easily nick where the nick will do the most good.

**A Christmas Gift Suggestion
Will Be Found on Page 348**

HOW I TEACH GREGG SHORTHAND

• LOUIS A. LESLIE, C.S.R.

Editor, The Gregg News Letter
New York, N. Y.

The first of these timed daily teaching plans appeared in the March issue

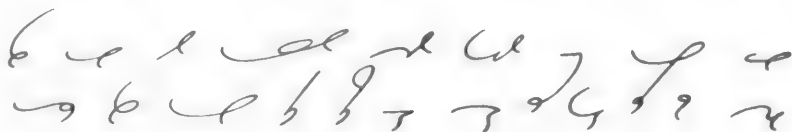
Lesson Plan for Chapter VIII

(The Lesson Plans given here are of value only when used as suggested in the March, 1935, issue of the BUSINESS EDUCATION WORLD. As explained there, italic type is used to indicate that the matter so printed is a verbatim report of the writer's own classroom instruction. These verbatim reports are included as an indication of the very small amount of explanation required with this method of teaching.)

UNIT 22

141. Manual Paragraph 174. 7 Minutes

A final t may often be omitted. Here are some examples of words ending in st:



Best, rest, test, latest, contest, protest, invest, largest, honest, request, past, last, just, adjust, insist, consist, persist, exist, cost.

142. Manual Paragraph 175. 3½ Minutes

Other common combinations from which the final t may be omitted are:



Act, enact, fact, exact, project, affect, conduct, product, adapt, adopt, evident, student.

143. Manual Paragraph 176. 4½ Minutes

The final t must be written in some words to avoid difficulty in reading.



Lost, east, fast, cast, vast, least, dust, taste, missed, mixed, post, coast, worst, distant, intent, content, extent, patent.

144. Unit 36, A Short Vocabulary (continued). 10 Minutes

Present column one, Manual Page 157. (See paragraph 127 of Unit 19.)



Doctrine, emphasize, energy, English, entitle, estate, exchange, execute, exercise, familiar, fault, fortune, freight, fulfill, glory, God.

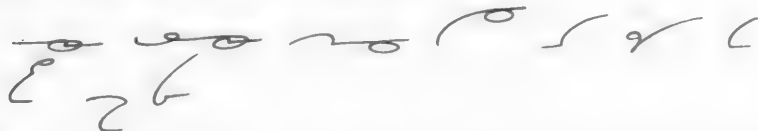
145. Home-Work Assignment

Read Manual Paragraphs 174, 175, 176; write at least twice column one, Manual Page 157; read and write at least once Fundamental Drills, Exercise 34. Impress students with the importance of using the keys to save time.

UNIT 23

146. Manual Paragraph 178. 2½ Minutes

A final d also may often be omitted.



Mind, remind, command, demand, intend, extend, pound, expound, compound, beyond.

147. Manual Paragraph 179. 1 Minute

There are 3 words in which the d must be written:



Commend, contend, attend.

148. Manual Paragraph 180. 2 Minutes

D is omitted when it immediately precedes m or v:



Admit, admittance, admitted, admiration, adventure, adverse, adverb.

149. Manual Paragraph 181. 1 3/4 Minutes

Three additional brief forms are written in accordance with the preceding paragraph in order to facilitate phrasing.





Admire, advance, advice-advise, we admire, in advance, we advise.

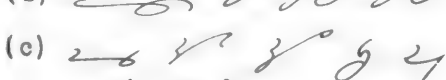
150. Manual Paragraph 182


(This section need not be taught separately. The principle involved is made clear by the pupils' reading of printed shorthand.)

151. Manual Paragraph 183. 7 Minutes

(a) 

(b) 

(c) 

(d) 

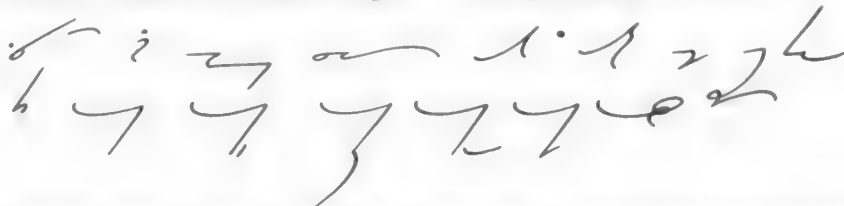
- (a) Ultimate, ulster, ultimatum.
- (b) Almanac, alter, alternate, alternative.
- (c) Submit, substance, subsidy, subway, suburb.
- (d) Needless, hopeless, helpless, worthless, homeless, thoughtless, unless.

152. Manual Paragraph 186

(If time permits, present on the blackboard for class reading the material in Manual Paragraph 186. Otherwise assign it as homework without blackboard presentation. It is not essential to present it in class because there is no new theory in it.)

153. Unit 36, A Short Vocabulary (continued). 10 Minutes

Present column two, Manual Page 157. (See paragraph 127 of Unit 19.)



Headquarters, husband, inasmuch, inaugurate, independent-independence, indispensable, institute, investigate, junior, jury, legislate, legislation, legislative, legislator, legislature, likewise.

154. Home-Work Assignment

Read Manual Paragraphs 178, 179, 180, 181, 183, 186; write at least twice column two, Manual Page 157.

UNIT 24

155. Manual Paragraph 189. 11½ Minutes

Any unimportant word may be omitted where the sense requires its restoration in transcribing:

my never more
any more
on the subject, that is to say,
able to say, more and more, little or nothing, in a day or two, I should like to have.

In the world, ought to be, more or less, little or no, one or two, week or two, some of them, some of those, ought to have, for the time being, question of time, out of the question, one of the most, sooner or later, in a week or two, in reference to the matter, in regard to the matter, up to the time, on the subject, that is to say, able to say, more and more, little or nothing, in a day or two, I should like to have.

156. Unit 36, A Short Vocabulary (continued). 10 Minutes

Present column one, Manual Page 158. (See paragraph 127 of Unit 19.)

literary, literature, litigation, locate, luxury, manufacture, merchant, messenger,
misdemeanor, mortgage, neglect, negligence, negligent, negotiate, novelty, observe.

Literary, literature, litigation, locate, luxury, manufacture, merchant, messenger, misdemeanor, mortgage, neglect, negligence, negligent, negotiate, novelty, observe.

157. Home-Work Assignment

Read Manual Paragraph 189; write at least twice column one, Manual Page 158; read and write at least once Fundamental Drills, Exercises 35, 36; read and write at least once Graded Readings, Chapter VIII; Speed Studies, Chapter VIII, to be used as material for reading tests if desired; otherwise it may be assigned for reading practice. Impress students with the importance of using the keys to save time.

(The shorthand characters in these Lesson Plans are written by Charles Zoubek, C.S.R.)

TYPING MASTERY DRILLS

• HAROLD J. JONES

Head, Commercial Department
Thomas Jefferson High School
Council Bluffs, Iowa

Second installment of a new series
of useful alphabetic typing drills

LETTER C

DRILL 1—ca cb cc cd ce cf cg ch ci cj ck cl cm cn
co cp cq cr cs ct cu cv cw cx cy cz

DRILL 2—cap cb tobacco cd ceil cf cg chain cite cj
fleck clap cm cn coat cp cq crab sacs fact cube cv cw
cx cycle czar

DRILL 3—cent art canter, care brake cab, cart clock
access, cartoon dark cad, carpet endow center, carol
fence calf, carom gallop cage, cat habit chart,
cave image civil, cider jacket conjure, cease kilt kick,
clod lead lecture, center mantle come, cerate nave
can, chaff omelet cook, chair pair cripple, chain quota
cheque, chalk rant crane, char seal sacs, charm tear
effect, child under cub, chest very clever, chase west
chew, class xanthic cox, clew yule cycle, clear zoo
chizzle

DRILL 4—xylophone vamp fib deep crib excited, flivver
cadet caviar cavort dace davit vacant vade vend vendace
vox dice decay viand vice vivid vortex candy candid
canvass card crucifix

LETTER D

DRILL 1—da db dc dd de df dg dh di dj dk dl dm dn do
dp dq dr ds dt du dv dw dx dy dz

DRILL 2—dad db dc daddle dead df dg dhole diadem dj dk
dl dm dnier do dp dq drag duds dt dual dv dwarf dx
dye dz

DRILL 3—din apple damp, dam broad dab, dip crab deck,
darn do riddle, drag each dead, dog fog differ, drop
gape dig, deal hut dhow, done iota dim, deaf jug
adjective, deed keep deck, debt lamb delta, date mome
dam, dance noon den, dare odor door, dad paid dip,
down quiet quid, drag room dragon, dying stump odds,
dine tumble deter, dwell uncle dump, duel vague devote,
duck west dew, dress xanthin dexter, doe yet dye, defer
zoo dizzy

DRILL 4—descend earn damp fume side crude ferns excited
definite decoy decree deduct deep seduce secret secede
censer defame deft defy descry design effort effect eddy
east ease edge cactus cacao etch educe essay escrow
esoot fish

ANALYSIS OF SHORTHAND NOTES

• FLORENCE ELAINE ULRICH

Editor, Art and Credentials Department
The Gregg Writer, New York

Helpful hints to teachers in preparing
their specimens for entry in the "Gregg
Writer" Seventh Annual Medal Test

SHORTHAND specimens may be grouped according to the following classifications:

Fluent writing	Sluggish writing
Correct formations	Incorrect formations
Smooth joinings	Amateurish joinings

These types, with their variations, constitute the basic qualities of shorthand notes.

Writing lacks smoothness and fluency because the writer does not have a clear mental picture of the outline he wishes to make. Incorrect formation of basic characters is due to failure to see the difference between good and bad writing. Slow, amateurish joinings result from insufficient practice of an outline and the consequent inability to execute it freely. The ability to write fluently controls in a large degree other elements of good shorthand style.

We detect slow, laborious writing by means of certain characteristics. The lines are not smooth, firm, light. They are wobbly or bent, or they show thick end-strokes and, more often, dots. Thick or blunt end-strokes and dots at the end of outlines result from the practice of allowing the pen to come to a dead stop instead of lifting it gradually as the outline is being completed. Slow writing is imitated by pupils; the teacher who is not able to demonstrate rapid free movement would do better not to write anything for the pupils to see. Students who have not learned the basic elements of writing often become discouraged in speed classes. The writer of a slow, cramped style is like a cripple trying to keep pace in the dictation classes. His notes break in the struggle to keep up, and he is unable to read them afterward.

The new program of the Order of Gregg Artists, sponsored by the *Gregg Writer*, which will be announced in this magazine

next month, will help teachers to point the way to the earlier development of correct writing style.

Here are a few forms, chosen for the purpose of training the eye to see the difference between a faulty character and a correctly written one. These studies were selected from shorthand specimens received in previous medal tests.

Take, for instance, Figure 1 in the illustration. The first outline is faulty on two counts: incorrect formation of the curve and improper joining of the circle. The second outline is better in both respects.

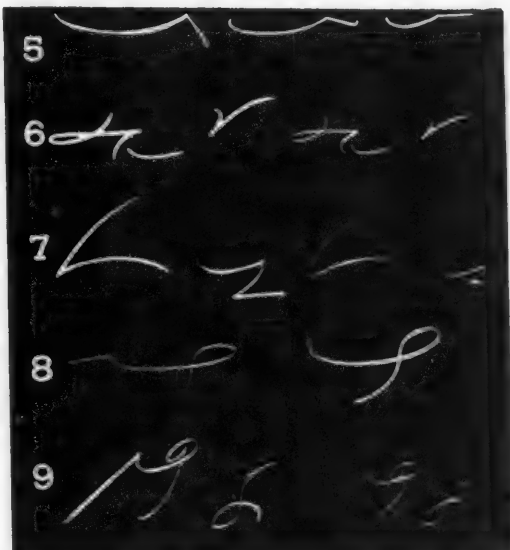
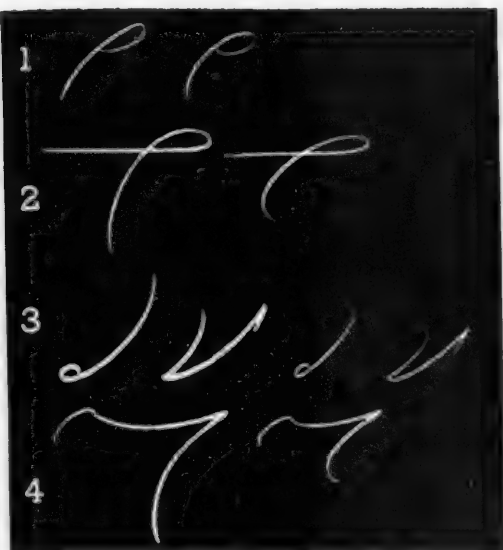
Note how stiff and angular is the combination *may be* in Figure 2. The curve of the *b* is correct in the second form.

Figure 3 shows weakness in writing the curve *v*. The principle is that the greater depth of curvature should be at the *beginning* of *f, v, r, l*; and at the *end* of *p, b, k, g*. The first two outlines of Figure 3 reveal a laborious writing of the outlines, due to incorrect formation of *v* and *f*, which affected the circle joining in the one instance, requiring an awkward wrist movement to close the circle. The ease with which the second set was written is apparent.

Figure 4 illustrates the advantage of writing *l* and *b* correctly. Neither the beginning of *l* nor the end of *b* is strong enough in the first outline.

In Figure 5, we have still another type of fault—incorrect formation of curve. Here we have the greater depth of curvature at the end of *l* and *r*; note how awkward the joining is. The joinings are better in the second set.

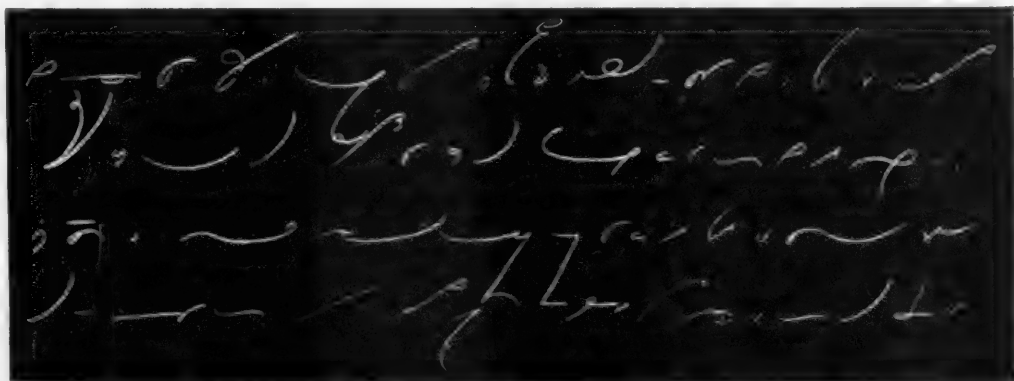
The small *s* curve requires just as much attention as the larger curves. *S* is a very frequent letter in our language and its formation should receive special attention from



the beginning. Note the length and form of *s* in the first outline in Figure 6, and compare it with the second. (In both these examples, *th* is too long, but the form of the phrase in the second set is better than the first.) Note the difference in the curves for *r*.

The faults in the first set of outlines in Figure 7 are glaring, reflecting all the weak-

nesses. *Fluency*: Here we find that there is a break in the structure of *b* near the end, and, instead of the curve rounding gradually but firmly to the end, the stroke becomes straight at the bottom where it joins *g*. *Correct formation*: We have discussed the fault in *b*; *g* is not strong enough at the end, and *s* in "reason" is too long. *Joinings*: These present a ragged appearance—note the difference



between the smooth, facile joinings in the second set and the slow, amateurish "tacking together" of strokes in the second.

Another common fault is the dropping of *l* at the end, when it is followed by a circle or another stroke. This is clearly seen in the first outline in Figure 8. *L*, instead of starting with a precipitate curve at the beginning, and rounding out to the end, starts with a gradual slope which loses momentum and becomes a straight horizontal line, in turn affecting the formation and joining of the circle. Compare this with the vigor and style of the second outline.

Again we have rather prominent faults in proportion, formation, joinings and movement in the first set of outlines in Figure 9. It is obvious that *d* is too long. The *r* is "tacked on," due to a pause in writing motion. *R* is well done, but note the formation of *v*. Again, notice how awkwardly *ow* is joined in *power*. The second set of characters shows how these outlines are written by Gold Medalists.

Our last comparison shows a few lines taken from two medal entries. The first one is a specimen of shorthand that is not written fluently, and the second a specimen of fluently written shorthand.

We hope this analysis of the more common shorthand writing faults will be helpful to you in preparing your own Medal Test Copy.

The writing of shorthand notes that will merit the gold medal is well within the ability of every shorthand teacher. You have only to know how the outline should be made, and to practice writing it often enough to be able to make it. Success to you!

The closing date for the *Gregg Writer* Medal Test is January 31, 1936. Mail your specimen early enough to reach us by that date.

Mimeograph Paper Association Meets

REPRESENTATIVES of schools from four different states attended the Fourth Annual Conference of the National Mimeograph Paper Association, which was held at Central Normal College, Danville, Indiana, on November 9. Interesting and practical talks on school journalism were given by A. L. Danburg, of Pikeville, Kentucky; Richard R. Somers, of Fairmont High School, Dayton, Ohio; H. H. Wiggins, of Fairview High School, Rocky River, Ohio; and Mrs. Vera M. Hall, of Danville, Indiana. The conclusion drawn from these talks was that the mimeographed paper as a means of developing community consciousness for the small school is yet in its infancy. Mimeographed school papers are springing up in all parts of the country and are proving of value to the schools. In most cases they are produced either by the commercial department or in cooperation with the teachers and students in the commercial department.

Stephen C. Noland, editor of the *Indianapolis News*, spoke at the luncheon meeting and expressed his encouragement of the journalistic project for the smaller school.

The National Mimeograph Paper Association is sponsored by the commercial department of Central Normal College, with Mrs. Blanche M. Wean as chairman (October, 1935, B. E. W., page 144). Through this association a monthly exchange of papers is sponsored. Each school that publishes a mimeographed paper sends in a copy of each issue, which is criticized in a monthly bulletin that is sent to all members of the national organization.

A contest among all the papers received during the year is being sponsored again this year by Kappi Pi Beta, honorary journalistic fraternity for mimeograph papers.

In a recently published list of credit standings of people in thirty-four different occupational groups, teachers stood fifth. The only groups having higher ratings than teachers were office employees, retail grocers, and other retailers. This means that more than eighty-five per cent of persons by occupational groups have credit ratings that are not so good as that held by teachers.—*Business Education Notebook*.

F. E. R. A. CLERICAL WORKERS

• IRMA EHRENHARDT

Associate Professor of Commerce
State Teachers College
Terre Haute, Indiana

Students are discovering the practical value of FERA work, a laboratory in which all the workers acquire useful experience

FERA clerical work in college, along with its pecuniary and stimulating advantages for worthy students, supplies a testing laboratory for the instructor of commerce to check upon the kind and quality of work done by those employed. After all, the "proof of the pudding is in the eating," and, analogously speaking, the effectiveness of teaching is in the actual practice. FERA clerical work is one of the many ways in which an interested teacher can survey the work the student does and the manner in which he does it. The proximity of this laboratory to the department plus the good will and acquaintance of fellow instructors facilitate interviews and make for mutual understanding of student problems.

How well do the clerical workers meet the demands of the college professors? The statistical material was obtained from A. C. Payne, Director of FERA at Indiana State Teachers College, Terre Haute, and the reactions to the workers with especial emphasis upon the adverse criticisms, were obtained through personal interviews with each professor who had the assistance of student FERA help in clerical lines.

According to the information from Mr. Payne's office, fifty FERA workers at Indiana State are listed as clerical. Before delving further into the analysis of these fifty, a general statement in regard to the selection of these students is necessary.

The FERA work privileges are distributed in accordance with the rulings of the Employment Committee of the College; namely, that students who do outside work must have a scholarship index of 40 or above in the junior college and 50 or above in the senior college. By "scholarship index" is meant the ratio between term grades and term hours. In only two instances were

special concessions made to borderline cases.

A subcommittee consisting of the Dean of Women and the Dean of Men working with Director Payne ranked the scholarship indexes of all the applicants for jobs. The committee then selected the students on the basis of their scholarship rankings, their worth-whileness, and their economic needs.

The Plan and the Results

Where a professor expressed his choice in regard to an FERA worker, an attempt was made to comply with his wishes; in some cases the applicants were assigned to those professors in whose field they were majoring; in the remaining instances, no discriminations were made.

The duties of these workers vary widely and yet all embrace stencil cutting, copying from rough draft, typing letters, filing and typing cards, library research, typing manuscripts, outlining articles, writing summary paragraphs on material collected, scoring papers, alphabetizing and arranging data.

Two facts in regard to the student personnel should be mentioned, namely: (1) the average scholarship indexes are high in all classes, and (2) the number of two-year students plus the number of non-commerce four-year college students equal 32 (64 per cent of the fifty workers, leaving only 18 (36 per cent) of the clerical workers as commerce specialists. Why are not more commerce students doing FERA work? A personal study of all commerce students, no doubt, would be illuminating.

The favorable comments of all the FERA workers outweighed the unfavorable, but the unfavorable criticisms are of more value for teaching diagnosis and, therefore, they were especially sought and listed. Favorable ad-

jectives such as *prodigious, dependable, excellent, superb, accurate, painstaking, responsible, extraordinary, willing, and cheerful* were not infrequent remarks from the careful, exacting professors in describing their employees.

The following is a summary list of the adverse criticisms:

The two-year students:

1. Do not check work before removing it from the machine.
2. Poor syllabication.
3. Poor arrangement.
4. Use no initiative.
5. Lack neatness.
6. Lack knowledge of the mechanics of the typewriter.
7. Do not know business manners.

A few of the four-year non-commerce students received criticisms adversely in regard to the following:

1. Disposition.
2. Lack of knowledge in outlining and picking out salient points.
3. Lack of technique of organization.

It is a pleasure to state that not one of the special four-year commerce students received any unfavorable criticism.

Two students of the commerce majors received unfavorable comments. One had forgotten details about typing technique; such as position of address on envelope, reference initials, etc. She was inclined to ask how to do everything instead of trying to find out without asking, and she gave the impression of not being sure of herself. The other student did not know how to arrange data, to check and alphabetize. She lacked orderliness, and she did not make carbon copies unless told.

Commerce Students Should Concentrate

Usually interests dispersed over several fields tend to a superficiality in which the saying, "Jack of all trades and master of none," holds true. Students interested in commerce are wise if they make that field their one goal and then round out their program with a great deal of emphasis upon social studies and English.

FERA work has many ramifications and

one of its best features is the unfolding of a student's potentialities which, otherwise, might lie dormant as far as the instructors in class are concerned. Not only is this work a dynamic factor to the students but it also is a motivating force to the instructors because it gives them further insight into student personnel.

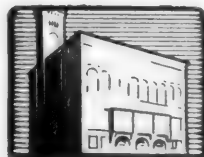
All work capitalizes upon skills, attitudes, and allied knowledge, and by actual practice on the job the weaknesses of the various abilities of students are revealed. What a fine thing it would be to have this laboratory extended to all students regardless of their economic needs! At present, those who are neediest are getting the richest experience.

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convenience of its "edge of the Loop" location.



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COMMERCIAL STUDENT CLUBS

- Edited by DORA H. PITTS
Western High School
Detroit, Michigan

Christmas brings opportunities for helpful student club activities; an art contest arouses interest; new club idea at K.B.U.

D ECEMBER! The happiest month of all the year—the month when “good will to men” is proved to be the natural rule of living, not a dream, but a reality.

Everyone wants to share in giving to those less fortunate; we sponsors of clubs should bring to those under our care an opportunity to share in this unselfishness. Let us plan something to light the “incense of the Christmas spirit”—a box of cakes for a shut-in, a basket of fruit or a pot of plants for an invalid, an assortment of toys for a lonely child. A little thought and effort to be “good neighbors” will bring the members of our clubs closer together. Children and young people love to make other people happy, and the spirit engendered by this work is carried through the years. It is a fine thing for a club to be remembered for the service it has rendered to those in need.

An Art Contest

Have you planned an art contest for your club? The Notary Club at Western High is to have one in the near future, the members vying with each other for prizes to be awarded for the best pictures made on the typewriter and for the best pictures made from stenographic brief forms. The preliminary work will consist of a showing of illustrations from past copies of the *Gregg Writer* and the *BUSINESS EDUCATION WORLD* and the notebooks of a post-graduate of the school who made a study of typewriting in various colored ribbons, and suggestions for original designs.

The Notary Club prizes to its members for each of the types of pictures will be: first prize, a Gregg emblem and a blue ribbon attached to the picture with a gold seal; second prize, a red ribbon; third prize, a white ribbon. The purpose of this con-

test is to familiarize the pupils with the typewriter and with the shorthand outlines for the brief forms.

At our next meeting we shall write a letter to a Gregg club in India. Every member will sign it. We plan mimeographed cards which each club member may use to send season's greetings to friends. As a game, we have some autumn leaves, treated with paraffine, to each of which is attached a “wise saying” taken from the *Gregg Writer*. These leaves will decorate a large wooden bowl holding the refreshments. When the dish is passed, each member will take a leaf and read the saying.

The “70 Club”

The Kinman Business University of Spokane has just organized a club of students who have attained a speed of 70 or more on the typewriter. A picture of the charter members of the “K.B.U. 70 Club” recently appeared in the *Spokane Daily Chronicle*. Mrs. Ruth Church is the adviser of the club. At an assembly of the school, each member received a specially designed emblematic pin featuring the figure 70. Membership in this club will undoubtedly be an inducement to many other students to reach the goal of 70 words.

Before a large audience, the students of this school recently staged a “mock trial” and awarded prizes to those shorthand students who handed in the best transcripts of the proceedings. The faculty of the Kinman Business University is to be commended for this effective method of teaching court reporting and legal procedure.

Tell Us What Your Club Is Doing

SUPPLEMENTARY MATERIALS

• Compiled by S. JOSEPH DE BRUM

Instructor in Commerce, Sequoia Union
High School, Redwood City, California

Business Economics

AIR MAIL MAP. Chief, Information Service, Post Office Department, Washington, D. C. A 21 by 29 inch air mail map showing domestic routes and foreign mail routes from the United States.

CONSUMER EDUCATION AND JUNIOR BUSINESS TRAINING CLASS MATERIAL. Department of Research, Household Finance Corporation, 919 North Michigan Ave., Chicago. The following publications are free:

a. "When Should a Family Borrow?" 5 pages.

b. "Family Food Cost Calculator."

c. "Marrying on a Small Income." This booklet is a fitting introduction to the business management of the new partnership. It shows how to calculate what it will cost to set up housekeeping and what equipment is needed. Will be of special interest to students who are planning their matrimonial futures. 18 pages.

d. "Stretching the Dollar." This is a unique budget calculator, showing how to make a simple spending plan for the whole year. 20 pages.

Shoppers' Guides

The following 1934-1935 series of Better Buy-manship Bulletins will be mailed on receipt of a 3c stamp for each bulletin ordered, or 40c in stamps for the entire set of 16. A special rate of a penny a copy will be made to study groups ordering 25 or more single bulletins in one package. These bulletins are shoppers' guides to real bargains. They bring together from reliable sources complete and impartial information valuable to the consumer. Each number presents facts about how to buy certain commodities, as follows:

(1) Poultry, Eggs, Fresh Fruits and Vegetables, (2) Sheets and Pillow Cases, Blankets, Table Linen, Bath Towels, (3) Canned Fruits and Vegetables, (4) Shoes and Silk Stockings, (5) Silk, Rayon and other Synthetic Fibers, (6) Meats, (7) Kitchen Utensils, (8) Furs, (9) Wool Clothing, (10) Floor Coverings, (11) Dairy Products, (12) Cosmetics, (13) Gasoline, Oil and Tires, (14) Electric Vacuum Cleaners.

Nos. 15 and 16 will be mailed as they are published during the remainder of 1935.

CONSUMER EDUCATION DISPLAY. An exhibit consisting of twelve or fourteen cards 18 by 36 inches and smaller cards about 18 by 18 inches, to which are attached specimens of different food, cosmetic and drug products. When packed for shipment this

The first installment appeared in the October, 1934, number. All materials are free unless otherwise specified. Address requests to the sources given

exhibit weighs around 120 pounds. This exhibit is lent free of charge, except costs of delivery, upon application from the Food and Drug Administration Stations. For further information concerning this consumer exhibit write to your nearest station:

New Post Office Building, Atlanta.

U. S. Appraisers Stores, Baltimore.

U. S. Appraisers Building, Boston.

Federal Building, Buffalo, New York.

201 Varick Street, New York City.

New Custom House, Philadelphia.

New Post Office Building, Chicago.

Government Building, Cincinnati.

Federal Building, Kansas City, Missouri.

Federal Office Building, Minneapolis.

United States Customhouse, New Orleans.

Old Customhouse, St. Louis, Missouri.

New Customhouse, Denver, Colorado

1236 Palmetto Street, Los Angeles.

U. S. Appraisers Building, San Francisco.

Federal Office Building, Seattle, Washington.

EMPLOYMENT MAGAZINE. United States Employment Service, United States Department of Labor, Washington, D. C. Ask to be placed on the mailing list for *Employment Service News*, a monthly magazine confined to the subject of public employment office administration. This magazine often contains articles of especial interest to business teachers. For example, in the June, 1935, issue, articles appeared on "The Art of Interviewing" and "Personality and Placement."

LABOR BULLETIN. Bureau of Labor Statistics, U. S. Department of Labor, Washington, D. C. Ask to be placed on the mailing list for *Labor Information Bulletin*. This monthly publication gives current information on labor legislation, wages and hours, employment, etc.

POWER, COAL, GAS, SMOKE STUDIES. Fuel-Power-Transportation Educational Foundation, 116 Beggs Building, Columbus, Ohio.

a. "Fundamentals of Our Fertilizer Problem." Concise information on the fertilizer problem in the United States. 16 pages.

b. "Study of Electric Light and Power Service." Non-technical information showing beginnings of electricity, how coal is converted into electricity, how water power is harnessed, and other interesting data. 64 pages.

(To be continued)

NORMAN P. HEFFLEY, 1854-1935

NORMAN P. HEFFLEY, president and founder of the Heffley School of Commerce in Brooklyn, died at his home, 91 Rugby Road, Brooklyn, on October 18, at the age of eighty-one. Until fourteen months ago, when attacked by the illness which proved fatal, Mr. Heffley was to be found every day in his offices in the central branch of his three schools.

Well known as an educator and as a pioneer in the development of shorthand in this country, Mr. Heffley's long and useful career was remarkable for the diversity of his interests and achievements. He was born in Berlin, Pennsylvania, on June 9, 1854. His career, as he liked informally to recall, began at the age of thirteen, when he left home without confiding in his parents, and crossed the Missouri River at Nebraska City. At St. Joseph, where an anxious father in pursuit caught up with him, young Norman, for the first time, saw a telegraph operator at work. From that moment he was determined to learn telegraphy. At sixteen, his ambition was realized in his first position as station master, telegrapher, freight and ticket agent at Bennett, Nebraska, on the Midland Pacific Railroad.

The quality of his work at this small station won an early promotion to the station at Lincoln, where he was soon advanced to the chief clerkship in the general freight and ticket office. A year with the Atchison and Nebraska Railroad and a venture in farming filled a brief interval, after which he came to New York to perfect his speed in writing shorthand, a thorough knowledge of the principles of which he had acquired before learning telegraphy.

As a stenographer, Mr. Heffley's first position was at the West Point Military Academy. Later he was with the Pinkerton Detective Agency and finally with Charles Pratt and Company. While private secretary to that firm, he was also secretary to the executive committee of the Standard Oil Company, in



"An institution is the lengthened shadow of a man."

which capacity he came in contact with men already conducting vast business enterprises throughout the world.

On October 1, 1889, at the desire of Mr. Pratt, Mr. Heffley resigned his position with the Standard Oil Company to devote his time exclusively to the Pratt Institute, in the organization of which he had been of active assistance to Mr. Pratt. In July, 1895, Mr. Heffley severed his connection with Pratt Institute, to open a new school—The Heffley School of Commerce—to take care of the former department of commerce of Pratt Institute. In 1899, the new school was chartered by the State University under the name Heffley School, and academic subjects and professional courses were added to the commercial curriculum. A three-year civil engineering course was established in 1900; in 1901, a charter of incorporation was obtained for the Brooklyn Law School, now a part of St. Lawrence University; and in December, 1902, a charter for the New York

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School of Journalism, subsequently incorporated in the Columbia University Graduate School of Journalism.

In his youth, soon after he had begun the study of shorthand, Mr. Heffley realized that the development of this art from the historical point of view had a strong appeal for him. He early began to make a collection of shorthand books, ultimately to number nearly 2500 volumes, some of which date back several centuries, which he eventually presented to the New York Public Library.

Mr. Heffley was, for many years, a member of the Library and Historical Committee of the National Shorthand Reporters Association and a member of many state, national and international shorthand societies. In the midst of his activities, he published a number of historical books on the subject of shorthand, including a translation of Dr. J. W. Zeibig's "Ancient and Mediæval Shorthand."

Mr. Heffley is survived by four daughters, Mrs. B. W. Blakey, Mrs. J. Leslie White, Mrs. Robert Strobridge, and Mrs. John Milton Moore.



Business Education Calendar

December

- 4- 7 American Vocational Assn., Chicago.
- 6- 7 Pennsylvania Educ. Assn., S. Dist., Hanover.
- 14 California Teachers Assn., S. Sec., Los Angeles.
- 17 Los Angeles Com. Teachers Assn., Los Angeles.
- 26 Nat'l Assn. of Accredited Com. Schools, Chicago.
- 26 American Assn., of Com. Colleges, Chicago.
- 26-28 Illinois Teachers Assn., Springfield.
- 26-28 Nat'l Com. Teachers Federation, Chicago.
- 26-28 Ohio Educ. Assn., Columbus.
- 26-28 Oregon Teachers Assn., Portland.
- 26-28 Pennsylvania Educ. Assn., Harrisburg.
- 27 Nat'l Assn. of Teachers of Law in Collegiate Schools of Bus., New York.
- 27-28 American Assn. of University Instructors in Accounting, New York.
- 27-31 Nat'l Assn. of Marketing Teachers, New York.

PROFESSIONAL READING

• JESSIE GRAHAM, Ph.D.

Associate Professor of Commerce
State College, San Jose, California

Reviews of important books, educational
magazine articles, and some timely tests

I. STIMULATING BOOKS

PRACTICAL ECONOMICS, by Ambrose O. Colvin,
published by the author, Greeley, Colorado,
1933, paper bound, 232 pp., \$1.

This publication represents a compendium of practical business information. It is designed as the material for a course dealing with common business facts and principles. At the end of each of the twenty-eight chapters there is a list of "questions and exercises for discussion."

The paragraphs explaining each item are very brief. There is no bibliography. The materials were assembled as a result of studies into the objectives of education, reading matter contained in newspapers and magazines, the opinions of business men, and the life experiences of laymen. It is a compact reference book of business knowledge useful to the layman.

[EDITOR'S NOTE: An abstract of Professor Colvin's thesis can be obtained by writing to him at Colorado State College of Education, Greeley, Colorado. A stamped, self-addressed envelope should be included with the request.]

ESSENTIALS OF ACCOUNTING, by Arthur C. Kelley, American Book Company, New York, 1935, 416 pp., \$3.

This new college book in accounting treats this subject as the indispensable means for understanding and controlling a business enterprise. With this in mind, the author opens the book with a discussion of close relationships existing between business and economics, and business and law. The need for accounting knowledge, the duties of accountants, and accountancy as a profession are next covered. This introductory material is followed by a chapter on business concepts. After the student has thus gained some comprehension of the place of accounting in the economic scheme, the actual accounting work is approached by means of a chapter on the balance sheet. In later chapters, all aspects of accounting are covered. In the chapter on budgetary control, sample family budgets and income and expense records are given.

An especially valuable feature of this book is the

material included with the various chapters—definitions, questions, and problems.

This book provides for more than the working of problems by the student—no matter how worth while that may be; it furnishes also the foundation for an understanding of the fundamental relationships inherent in accounting.

HIGH-LEVEL CONSUMPTION, by William H. Lough, McGraw-Hill Book Company, Inc., New York, 1935, 345 pp., \$4.

"Consumption is the chief x-factor in many of our vital problems." In this book, estimates of consumers' outgo are analyzed and interpreted. The result is offered as material for the appraisal of potential markets, and forecasts relative to the stability and expansibility of various lines of trade and industry.

All possible data relative to American habits of spending, saving, and borrowing from 1909 to 1931 were collected. Family expenditures are reported under five headings, representing basic human wants: security, prominence, approval, enjoyment, and subsistence. The difficulty of maintaining a workable balance between a rapidly growing and shifting productive capacity on the one hand and a rising and fickle consumption on the other is pointed out. The new type of business ability required for survival under new conditions is a habit of surveying in advance with utmost care and quick adjustability.

This report is largely statistical in nature. The author himself recommends that readers whose taste for statistics is not highly cultivated skip those parts and read, instead, the introduction, findings, and summaries.

PARLIAMENTARY LAW AND PROCEDURE, by John Q. Tilson, Ransdell, Inc., Washington, D. C., 1935, 176 pp., \$2.50.

Parliamentary law is a "well-tested system of orderly procedure developed by the long experience of many deliberative bodies." In this book, the rules of the national House of Representatives are taken as a foundation and clarified for the use of all persons conducting meetings. As it is wise for students to be prepared to conduct and take part in meetings, a book such as this should be available

for their guidance. All matters pertaining to organization and meetings of discussion groups are covered and are readily found by means of an adequate index.

ECONOMICS OF THE HOUSEHOLD, by Benjamin R. Andrews, The Macmillan Company, 1935, 626 pp., \$3.90.

Dr. Andrews, in his preface, extols the social values of American family life and points out that these social results of sound family life can be had only if the economic basis of the household is sound.

The new chapter sections included in the revised edition of this work are: Personal Economics, Bio-economics, Business Economics and Social Economics, Household Credit and Debt, Money Income, and Social Insurance. As any or all of these topics make appropriate divisions for courses in consumer education, this book is a valuable reference for teachers and students of such courses.

Personality economics is explained as concerning the general principles of directing family life as a personality experience so as to "increase its satisfactions and decrease its dissatisfactions, to maximize its personality gains and minimize its personality losses." A section with decidedly original treatment is the one on "family personnel methods."

"Bio-economics," according to the author, concerns "human costs and values in marriage and parenthood and the planning necessary by individuals, family, and community to create optimum satisfactions." General health planning is included in this category.

The term "business economics of the household" covers the "management of the internal domestic activities that provide food, clothing, shelter, and other requisites for family maintenance, and also the household's external relationships to the outside livelihood activities of society."

Chapters on income, expenditures, budget studies, capital and savings, investments and life insurance, and credit and debt are of especial interest to the teacher of business subjects. The final chapter on buying and handling resources presents sample forms for record keeping.

NEWSPAPER STORIES FOR GROUP GUIDANCE, by John M. Brewer and Charles Henry Glidden, Inor Publishing Company, New York, 1935, 250 pp., \$1.20.

The subtitle is "A book on problems of character."

Newspaper stories are used as a basis for case studies. Stories of mistakes and evil-doing are rejected in favor of accounts of conscious efforts to do well. The underlying idea is that "doing, with knowledge and wisdom," is the only plan of action worthy of humanity.

There are stories in this book which would appeal to both elementary and secondary students. A most vital part of the book to the teacher, whether or not he is teaching a special course in character education, is the appendix containing suggestions and cautions for teachers of ethics.

TECHNIQUES OF TEACHER SELF-PLACEMENT, by William A. MacDougall, Holt Printing Company, Grand Forks, North Dakota, 1935, 243 pp., \$2.50.

Dr. MacDougall has discovered an entirely new field for authorship—that of teacher self-placement. When the college graduate is ready for a teaching position, he usually follows the instructions given by the placement officer of his institution or the proprietor of a commercial agency. Naturally, complete information and copious amounts of advice cannot be given to each candidate. The applicant is sometimes unable, therefore, to cooperate intelligently with the agency by making the best impression possible. Again, he may wish to secure a position through his own efforts. He can find many usable suggestions and sound advice in this book.

An enlightening chapter is the one on factors influencing teacher selection.

One of the most unusual features of the book is the section on application photographs. Twenty-three photographs are presented, together with comments showing the errors made in dress and expression.

Other chapters treat of letters of application, personal interviews, employment of teachers in outlying possessions of the United States and in Indian schools, teachers' associations and agencies, and others. The ethics of job hunting is discussed in a final chapter. The appendix contains sample letters of application, data sheets, letters of recommendation, directory of teachers' agencies, and a bibliography.

II. PERTINENT MAGAZINE ARTICLES

SURVEY OF TWENTY-EIGHT COURSES IN CONSUMPTION, by Henry Harap, *The School Review*, XLIII: 7 (September, 1935) 497-507.

Dr. Harap assembled all available courses in consumption economics in order to discover the prevailing topics included in instruction in this field. Twenty-eight courses were used in order to compile data for this report. These courses were offered by teachers in the following departments or organizations: social science, commercial education, home economics, women's clubs, and a labor college. Fifty-six topics covered in one or more of the courses are listed in this report. Dr. Harap's comments on

the courses are thought-provoking. He recommends that courses be made practical and be organized around various commodities. He deplors the lack of provision for laboratory exercises and first-hand contacts in the courses studied. A list of teachers, titles of courses and institutions is appended.

WHY OFFER THE SUBJECT OF FOREIGN TRADE TO HIGH-SCHOOL STUDENTS? by E. Louise Jolly, *Junior-Senior High School Clearing House*, X:1 (September, 1935) p. 39.

According to this author, foreign trade is an excellent subject through which to get the boy or girl to visualize the world of tomorrow. This is a stimulating little article for the teacher of foreign trade or related subjects.

NON-VOCATIONAL TYPEWRITING IN THE JUNIOR HIGH SCHOOL, by R. F. Bohn, *Junior-Senior High School Clearing House*, X:1 (September, 1935) 35-38.

After discussing the problems confronting the teacher of typewriting in the junior high school and the difficulty of meeting vocational standards, the author reports an experiment in teaching junior high school students. The Dvorak-Dealey simplified keyboard was used. Correct technique was given greatest emphasis in teaching. Because of the satisfactory results obtained (which are given in table form), the author concludes that typing as a tool of learning and for personal use will eventually be placed at least as early as the seventh grade in the junior high school.

INFORMATION THE DRAMA WAY, by Mildred E. Lincoln, *Occupations*, XIV:1 (October 1935) 31-36.

Dramatization as a means of imparting educational and vocational information is the subject of this article filled with suggestions for teachers of classes in occupations. A sample skit is given. Mention is made also of "Key\$ and Cue\$," a book of short plays which was reviewed in the October, 1934, issue of the *BUSINESS EDUCATION WORLD*.¹

III. TIMELY TESTS

Familiarity with the tests applicable to their subjects is a necessary part of the preparation of teachers. At least one state (California) has recently specified that "measurement in business subjects" be a part of the education of teachers of these subjects. The tests

reviewed this month deal with personality and business aptitude. Two general references on tests are included. The editor will welcome suggestions as to the type of test material you wish to see reviewed.

THE USE AND VALUE OF SPECIAL TESTS IN THE SELECTION OF LIFE UNDERWRITERS, by Verne Steward. Published by the author, Los Angeles, California, 1934. (Tests distributed by Insurance Research and Review Service, Indianapolis, Indiana.)

The idea underlying this battery of tests devised for the insurance field may be applied to other occupational fields. The tests include four divisions: (1) the Otis mental ability examination; (2) a modified Bernreuter Personality Inventory; (3) a background knowledge examination; and (4) personal data. The latter division includes five sections: (a) educational background; (b) experience background; (c) group activities and contacts; (d) financial status; and (e) marital status.

The tests are scored by means of keys and each section given a weighted rating. The total score indicates probable success of the applicant as a life underwriter.

The correlations secured by Dr. Steward are significant. In fact, there is a striking relationship between total score on this test and average yearly earnings of 1400 persons tested. The average yearly earnings of the group making scores 81-100 with one or more years of experience were \$6176 while those who scored 31-40 on the test had average yearly earnings of \$733. Other scores show relative increases or decreases in earning power.

The application of principles of measurement as opposed to rough guesses and the administering of a battery of tests to applicants are subjects indicating great possibilities in the fields of employment and school testing.

STANDARD ACHIEVEMENT TEST ON AIMS, PURPOSES, OBJECTIVES, ATTRIBUTES, AND FUNCTIONS IN SECONDARY EDUCATION, by Joseph J. Weber, Public School Publishing Company, Bloomington, Illinois, Form A., no date given, 8 pp.

The carefully worded title of this test gives an idea of the subject matter covered. It was prepared for use by college instructors and city superintendents and principals in the selection, training, and guiding of high school teachers. It aims to measure the teacher's working knowledge of the principal reasons why society has established the public secondary school and why it maintains this institution. The questions are provocative of thought.

¹ Bruce A. Findlay and Esther B. Findlay, "Key\$ and Cue\$." The Gregg Publishing Company, 1934.

STANDARD ACHIEVEMENT TEST ON PRINCIPLES OF TEACHING IN SECONDARY SCHOOLS, by C. W. Odell and M. E. Herriott, Public School Publishing Company, Bloomington, Illinois, no date, Forms 1 and 2, 7 pp.

This is a new type test on principles of secondary education. For example, one statement is: "Drill periods should be relatively (*long, easy, infrequent, short*)."

The subject taking the test is asked to underscore the best answer, which in this case is "*short*."

GILES RECITATION SCORE CARD, by J. T. Giles, State Supervisor of High Schools for Wisconsin, World Book Company, Yonkers-on-Hudson, New York, 1925, 12 pp.

The score card proper covers only one page. The remaining eleven pages include explanations of each item, which explanations constitute an excellent discussion of the conduct of a recitation. There are five main headings, each one having several subheads. The five headings are: (1) Arrangement of physical and personal surroundings; (2) Arrangement of immediate conditions for learning; (3) Use of ideas and tools by pupils; (4) Use of the English language; and (5) Attitudes of teacher and pupils.

PERSONAL INVENTORY, by J. A. SEXSON, Superintendent of Schools, Pasadena, California, no date, 4 pp.

To stimulate professional growth, teachers are urged to rate themselves on twenty-five items. Descriptions of desirable, medium, and undesirable degrees of each quality are given. For example: social-mindedness—(1) thoroughly conscious of the social demands of the new era; actively and unselfishly interested in the welfare of others; (2) fairly conscious of the social demands of the new era; moderately interested in the welfare of others; and (3) unawakened to the social demands of the new era; individualistic, selfish, and competitive in spirit. The scale is so arranged that marking results in a profile which indicates possibilities for growth.

RATING SCALE FOR SHOP TEACHERS, by Alva W. Dragoo, Public School Publishing Company, Bloomington, Illinois, no date, 1 page.

While this scale is devised especially for shop teachers, there is nothing in it which would not apply equally well to teachers of business subjects. The descriptions of qualities desirable in teachers are stimulating. According to the statistical data appended, average self-rating scores are fifteen points higher than supervisor's ratings.

MORRIS TRAIT INDEX L, by Elizabeth H. Morris, Ph.D., Public School Publishing Company, Bloomington, Illinois, no date, 8 pp. and Teacher's Handbook.

This test comprises six sections. The first section concerns liking and disliking of various situations. *Section II* deals with appropriate comments to be made to various types of pupils. *Section III* lists seventeen school situations which the teacher is asked to characterize as "amusing," "embarrassing," "necessitating firm control," etc. *Section IV* covers the teacher's responses to various situations. *Section V* presents true and false statements relative to teaching procedures. Finally, *Section VI* covers attitudes toward certain school happenings.

Altogether, this is a fascinating test, generating thought which might otherwise not be given to certain school situations.



B. E. W. Directory of Commercial Education Associations

(Continued from November issue)

SOUTH CAROLINA STATE TEACHERS ASSOCIATION Commercial Section

President: Catherine Murchison, Camden High School, Camden.
Vice President: Mary Moore, Greenville High School, Greenville.
Secretary: Mrs. Lucia T. Hudgens, Boys High School, Anderson.

TENNESSEE STATE TEACHERS ASSOCIATION Commercial Section

Chairman: A. L. Campbell, Tennessee Polytechnic Institute, Cookeville.
Vice Chairman: Mrs. Ruth McGown, East High School, Nashville.
Secretary: Sam Harris, North Chattanooga High School, Chattanooga.

BUSINESS EDUCATORS ASSOCIATION OF CANADA

President: E. Kaulbach, Principal, Maritime Business College, Halifax, Nova Scotia.
Vice President: F. W. Park, Co-Principal, Park Business College, Hamilton, Ontario.
Secretary-Treasurer: W. F. Marshall, Principal, Westervelt School, London, Ontario.
Chairman of the Board of Examiners: J. M. Rosser, Principal, St. Thomas Business College, St. Thomas, Ontario.
Registrar: W. H. Stapleton, St. Thomas, Ontario.

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Teachers of commercial subjects and those preparing to enter this profession will find the Gregg Summer Session a well-spring of valuable information concerning the very latest developments in this field. The Functional Method of teaching shorthand will be fully taught and exemplified by expert teachers.

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KEY TO THE SHORTHAND PLATES

In the December Issue of the Gregg Writer

O. G. A. Contest Copy

(For details of the Contest, see the announcement in the December *Credentials Department of the* GREGG WRITER)

When I read this recently it made an indelible impression upon my mind: Hold on and hold tight.

Many²⁰ lives are filled with half-finished tasks begun with vigor and zeal, but dropped in a little while because the beginners⁴⁰ did not have grit enough to carry them through. It is easy for us to begin a thing when the mind is aglow⁸⁰ with the flame of desire to achieve. But the world does not estimate the value of a man's services by the⁸⁰ number of things he commences—by his speed at the beginning of the race. It is the home stretch that counts—a man's¹⁰⁰ perseverance in what he thinks is worth while. Success is the power to "hold on and hold tight" while completing the task¹²⁰ begun. (121)

How They Tell Time

by the Telephone

"Time will tell," but there's something in the telling of it that's fascinating and mystifying when a New Yorker²⁰ calls "MEridian 7-1212" to learn the time of day, to check his watch or clock, or to settle an⁴⁰ argument. A sweet feminine voice replies, giving you the exact hour and minute and the fraction thereof. If⁸⁰ you ask, "Did you say nine, twenty-nine and a half?" all is silence, and perhaps you hang up the receiver and mutter,⁸⁰ "That's rudeness for you." But hold the receiver fifteen seconds longer and the gentle, trained voice will be heard to¹⁰⁰ say, "Nine twenty-nine and three-quarters." Yours is only one of 55,000 "calls" sent in every day to¹²⁰ get the hour of the day or night, and the young women who answer never hear a voice, and they can't.

A few days ago¹⁴⁰ a visit was made to the dispenser of "time" in the telephone building at 227¹⁴⁰ East Thirtieth Street. In a room enclosed with glass and heavily carpeted a young woman was seated at a¹⁶⁰ desk. She faced a voice transmitter and a small cabinet with small clock faces and discs showing white and green lights.

When²⁰⁰ you call "Meridian," the operator sees a white light. In a few seconds a green light appears, and at once²⁸⁰ you can hear her say, "When you hear the signal," etc. You have been told the time and heard the signal, at the³⁴⁰ end of seven

and a half seconds. Every minute of the day is divided into quarters, so every²⁶⁰ quarter of a minute the "time teller" repeats, "When you hear," etc., and that announcement she repeats²⁸⁰ 120 times during the half hour she is on duty. She hears nothing you say and she cannot speak to³⁰⁰ you.

Sixty girls have been trained in the "time telling" service. When the girl announces the time her voice covers Manhattan,³²⁰ The Bronx, Brooklyn, and Queens. When you enter the glass-enclosed room you are cautioned not to speak, the door is closed, and³⁴⁰ the girl is not conscious of the visitor's presence. (349)

The Interview with the Lioness

From "Basic Fables," issued by Hollingsworth & Whitney Company, manufacturers of Basic Bond

Of course the forest folk have their pride just like any one else. And the pride of each of them was touched one afternoon²⁰ by the argument about the merits of their offspring.

Eventually they fell to boasting of the size of⁴⁰ their families, and surely bent horns and bruised hoofs would have been the result if Mrs. Lion had not happened along.⁶⁰

The Jungle Queen was immediately drawn into the dispute. Seeking to humble her, the Rabbit queried,⁸⁰ "And how many cubs, Mrs. Lion, do you have?"

But the Lioness merely cast a haughty glance about the group¹⁰⁰ of animal folk and replied, "Just One—but that One is a Lion."

Which sort of settled matters.

"Quality comes¹²⁰ before quantity."

(One will always stand out.) (128)

The Gyro's Strange Intuitions

From "Popular Research Narratives"

Compiled by Alfred D. Flinn, of Engineering Foundation

Unique and even wonderful are certain characteristics of the gyroscope. Suppose we had a circle²⁰ with one chair occupied by a gyroscope instead of mere man, and imagine he could speak to us. Let me tell⁴⁰ you some of the interesting things that he would pipe up and say:

"I know things that none of you mortals are in

the⁶⁰ least aware of. For example, I know that this chair in which I sit is moving, I can feel its direction and⁹⁰ tell you its velocity. I am sure none of you has any intuitive sense of these things, but I know them¹⁰⁰ instinctively. It is also easy for me to discern the difference between unilinear motion¹²⁰ and circular motion, or motion around a center, no matter how remote or distant this center may be.¹⁴⁰ As a matter of fact, this motion that I feel is around a very remote center—some 4,000 miles¹⁶⁰ away—and if you stop to think, this involves an axis of motion. The exact direction in which this axis lies¹⁸⁰ with reference to this city, this room, and even the chair in which I sit, is quite apparent to me."

The²⁰⁰ astonished circle look at each other and cannot refrain from commenting that such information is not only²²⁰ remarkable, but might become extremely useful. It would be of the utmost usefulness to the mariner²⁴⁰ if we could make the little gyro articulate in terms that could be universally understood, because²⁶⁰ if we only knew with a high degree of precision exactly the direction of the axis of the earth,²⁸⁰ this would at once give the precise direction of all meridians. If our point be moving, as a ship either³⁰⁰ in the water or in the air, this information could give us the exact position of our meridian³²⁰ at all times and places.

So it has been one of the objects of the last thirty years of my life to make the³⁴⁰ gyro articulate and to check up on him rather critically (1) as to the exact degree of his³⁶⁰ precision, (2) as to his being perfectly understood, and (3) to safeguard him against disturbances due³⁸⁰ to the various and sometimes violent motions of his mount. This has gone forward until the time has come when⁴⁰⁰ the great value of such a safeguard to accurate navigation, especially under conditions where⁴²⁰ observations are impossible, has become more and more understood.

It is comforting to know that as our little⁴⁴⁰ gyro goes humming on his way, this position orientation which through his sixth sense he so freely and⁴⁶⁰ cheerfully dispenses, is based on a definite "field" that he employs as his energizing force, which is all⁴⁸⁰ pervasive and never failing. There is no place on earth that does not revolve and there is no place where he does not⁵⁰⁰ feel the urge to service, except possibly at or near the actual pole on the ice cap, where he shakes his head⁵²⁰ and says, "What is the use of pointing to any one meridian, for here they all are, together with the pole⁵⁴⁰ itself."

If anyone challenges his accuracy or value, there are some 2,000 of his brothers⁵⁶⁰ distributed in over one hundred fleets, largely merchant marine, that will stoutly enter instant convincing proof,⁵⁸⁰ and if one wishes to push investigation still further and comprehend the marvelous training that he has⁶⁰⁰ received through long aeons, coming down through the centuries with his intuitions tuned to the nth degree, I have⁶²⁰ only to call attention to the wonderful sensitiveness of his response to influences that are⁶⁴⁰ really infinitesimal.

The precession velocity of gyros varies. Quite

large stabilizing gyros⁶⁶⁰ for ships precess at measurably one radian; other services often require many radians.⁶⁸⁰ One recently manufactured for the testing laboratories of the Massachusetts Institute of⁷⁰⁰ Technology precesses at between 20 and 30 radians.

It is well known that the ability of⁷²⁰ the gyro to respond to directional forces is proportional to the angular velocity that⁷⁴⁰ reaches him, expressed, say, in radians, and think of how sensitive have become his faculties when I tell you⁷⁶⁰ that the earth is enabled to hold him in complete thralldom, reaching him, as she does, with only one fourteenth⁷⁸⁰ thousandth of a radian.

His embodiment and the devices that are employed to render his articulation⁸⁰⁰ completely understandable to all men is the gyro-compass, which is found by mariners to be⁸²⁰ entirely devoid of all the vagaries that obsess the magnetic compass and render it unreliable,⁸⁴⁰ especially on steel ships. One fundamental difficulty with the magnetic compass is that it feebly⁸⁶⁰ points to the constantly moving north magnetic pole, which averages some 1,800 miles down from⁸⁸⁰ the true pole that we have to use in all navigation.

The gyro compass is the prime controlling force of its⁹⁰⁰ many "repeaters" distributed at all navigational, radio, and observation stations on a⁹²⁰ ship, as well as of the course recorder. It also constitutes the directing force of "Metal Mike," which now⁹⁴⁰ automatically steers practically all great ships of the merchant marine, many of them having made the cruise⁹⁶⁰ around the world.

So modern science has taught us how we may both lay out and hold our great fleets on the straightest course⁹⁸⁰ ever, without the hand of man, and, strange as it may seem, they are actually steered by the steady and unfailing¹⁰⁰⁰ rotation of the earth. —Elmer A. Sperry, Vice-Chairman, Engineering Foundation (1005)

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A Christmas Story

By MILDRED D. WEST

Swedesboro High School, Swedesboro, N. J.

(Adapted to the vocabulary of the first Eight Chapters of the Manual)

Near the White Pass Road not far from the tablet dedicated to the three thousand pack mules and horses that lost their³⁰ lives in the wild Klondike gold rush some thirty years ago, there stands a lonely cabin in a gash in the sloping⁴⁰ hills.

It was the home of a miner known by all the Indian trappers as Pete. Pete was an old man with pains in⁸⁰ every joint, yet the bond that held him to that lonely life could not be broken.

He owned a few tools, a rude cabin⁸⁰ and an old pack mule called Jenny. Jenny looked like a relic of by-gone days. The cold weather was no new¹⁰⁰

experience for her, and although Pete gave her little attention, he never treated her unkindly or allowed¹²⁰ her to do more than her share of the work.

In summer Pete and Jenny wandered around the hills apparently looking¹⁴⁰ for a bit of ground that might yield a few grains of yellow dust.

In the fall with the saddle bags suggesting plenty¹⁶⁰ of provisions, they promptly found their way to the front of the empty cabin, made entry, and after an¹⁸⁰ inventory had been taken, supplies and fuel moved close to hand, they rarely left that shelter, for winter in that country²⁰⁰ prevents industry and both man and beast are rarely exempt from its peril when they fare abroad.

It was a²²⁰ wild December night. Pete was sitting before the fire smoking his pipe. Near him was a small radio set. The firelight²⁴⁰ flickered about the cabin and danced across its dial. Christmas music came crackling across the air, when suddenly²⁶⁰ there flashed out an S. O. S. The music died away—the announcer's voice broke through, "Men, a plane is in trouble²⁸⁰ near the Pass. It must have crashed. Do all you can quickly!"

Pete instantly moved to the window. A blinding sleet was falling.³⁰⁰ The wind moaned in the pines. The night had a thousand sounds and every one sent a positive shiver down Pete's³²⁰ sensitive spine, but he deferred action only an instant. Then, bundled in furs, he appeared in Jenny's lean-to.³⁴⁰ "Come, lass," he said, "Someone needs help. We must see what we can do." He deftly packed the bags and fastened them on Jenny.³⁶⁰

Out into the wild night he went with Jenny close at his heels. Slowly they fought along the trail until they came to³⁸⁰ "Deadhorse Gulch." There in the ravine he discovered the plane. It had struck on the edge of the shelf and crashed.

Pete made his⁴⁰⁰ way to the wreck. With difficulty he pulled and twisted and lifted. He almost despaired of his endeavors. But⁴²⁰ one final effort disclosed, beneath the crumpled cockpit, the dead pilot and a small boy. The child still breathed. Pete gently⁴⁴⁰ gathered up the lad and placed him on Jenny's back. Then began the weary tramp home. It was altogether too⁴⁶⁰ great a task for one old man; nevertheless the wind was abating and, with Jenny's help, they reached the cabin with⁴⁸⁰ no mishap.

Without delay Pete revived the child, who told him his name and that he was on his way home for Christmas.⁵⁰⁰ Pete's eyes opened wide, for that lad's name was well known to every native of the Northland.

* * *

Early the next day Pete⁵²⁰ departed for the dispatch office with the lad, very much alive, perched on Jenny's back. What a reception the⁵⁴⁰ agent gave them and how merrily the wires carried the news to many anxious friends!

The rescue was recorded⁵⁶⁰ in every newspaper. Hundreds of people came to know Pete and Jenny. Not only was much honor accorded⁵⁸⁰ them, but

quantities of gifts and supplies found the way out to a snugly repaired cabin in the Pass, sufficient⁶⁰⁰ to give them pleasure for many a day; for Santa Claus always remembers those who do good deeds in his Homeland. (620)

Graded Letters

Written by SUSIE E. JONES

Peoria (Illinois) High School

For Use with Chapter Four of the Manual

Mr. Walter Tucker
Mankato Falls, Minnesota

Dear Sir:

Your letter asking for data about the Clear³⁰ Valley region was received yesterday. I am very glad to tell you that our company has been working for⁴⁰ about nine years, and at present we have citrus fruit trees bearing on small tracts of one, two, or three acre lots. Smaller⁵⁰ trees are growing on bigger tracts, and will soon be ready to bear fruit. Our plan appeals to the business man who⁶⁰ wishes to put some of his savings into something that will bring him returns in the course of a year or two and¹⁰⁰ also increase his income as time goes on.

The Clear Valley is a pretty place for a home, sloping as it does¹²⁰ down to the bay. We like to live in this valley. There is a breeze most of the time, so that it is always cool in¹⁴⁰ the shade, and the evenings are so cool that one can sleep well. These are important things for a man to think of when seeking¹⁶⁰ a place for a home. Your family will like it here, too. We have good schools and churches, and the people in our¹⁸⁰ little city are people who, like you, came from your state, possibly from near your present home.

There is enough rain²⁰⁰ for rapid growth of all crops, yet a rainy season such as they have in many of the other fruit states is an²²⁰ unheard of thing here. The truth is that this little valley has no drawbacks at all and has a good future for the²⁴⁰ growing of oranges, grapefruit, and lemons. It also has everything in its favor for the growing of²⁶⁰ many other fruits as well as fresh green foods and grains. We can raise everything here for the good-class markets. You²⁸⁰ never saw such big returns for so little effort. Everything does well and is good stuff that will sell readily.³⁰⁰

When it comes time for marketing the crops, one may sell his fruit as he wishes. The Fruit Growers' Company is³²⁰ in a position to purchase the fruit on the trees at a flat rate, or the Company will furnish skilled labor³⁴⁰ to pick, cull, and crate it. It takes complete charge of the labor and sells the fruit for the grower and he pays but a³⁶⁰ small fee for the work. But if the grower wishes to take care of his own crop, he cannot ask for better means of³⁸⁰

shipping than are at hand. Of course, the quickest way of getting the fruit to the market is by motor trucks. The men⁴⁰⁰ bring their trucks to the ranch, load the crates and boxes and haul them to the city, where plans have been made to take care of⁴²⁰ the marketing of the fruit. Those who have followed this plan have done very well and like it. Then there is very good⁴⁴⁰ means of shipping the fruit by train. The fruit may be sent in cooled cars and is sure to reach the market in good shape. Or,⁴⁶⁰ if one should choose a market which can be reached by water, boats for such purposes come into the harbor each day.⁴⁸⁰ This means of shipping takes more time, but the rates are very low.

I wish you would come to the Clear Valley some time. The⁸⁰⁰ only way to know what we have is to come and look the Valley over. You are going to like it, I know. Our⁸²⁰ Company will take care of your expenses for the trip, whether you purchase a lot of us or not. We give you⁸⁴⁰ back the money for your carfare and you are our guest when here. The next group to visit us from your city will leave⁸⁶⁰ about March 1. May we hope to see you with them? I have set my heart on seeing Clear Valley grow and I hope that⁸⁸⁰ you are going to be one that takes part in it.

Very truly yours, (592)

Graded Letters

Written by S. LOUISE SMITH

Versailles (Ohio) High School

For Use with Chapter V of the Manual

Mr. Hugh Boyd
Houghton, Michigan

Dear Sir:

We have not the kind of tire that you inquired about in your letter²⁰ of December 3. We did carry it, but when our supply ran out, we thought we would try a tire of another⁴⁰ design. This type has been tried thoroughly and seems to please all who use it. If we have the size you require, you will⁶⁰ find this tire very satisfactory and the price (\$8.50) low.

We do permit installment⁸⁰ payments to persons who have reliable backing, and we give ample time for the settlement of the account.¹⁰⁰ To save trouble, all installments are payable the first of the month. If you will fill in the enclosed blank and sign¹²⁰ it, we will see that it reaches the proper officials.

You ask how you should send the money. You realize that¹⁴⁰ it is not safe to send coin, as it is likely to be lost. To save annoyance and valuable time, remit¹⁶⁰ by check, either personal or cashier's. If cash is mailed, the letter should be registered.

We shall be pleased to answer¹⁸⁰ any further inquiry and any order you may send us will have our immediate attention.

Yours²⁰⁰ truly, (201)

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Write to H.L. KAUFMAN, President

Mr. Elias Brown
The Ideal Company
Alliance, Ohio

Dear Sir:

Thank you for your letter of the²⁰ 7th, answering our questions about tires. If the new tire has proved satisfactory to other people we⁴⁰ are willing to try it. I enclose a check for \$8.75, for one tire and mailing charge.⁶⁰ Let it reach us as soon as possible. At this time of year new and reliable tires on our car are especially⁸⁰ necessary.

We are returning the blank properly filled out. While we are not really in favor of¹⁰⁰ buying anything if we have not money to pay for it then, our boy thinks a radio to amuse our summer¹²⁰ visitors would be good business, and perhaps it would be a wise buy. We all can enjoy the music and it¹⁴⁰

may make our work less tedious. If your officials agree to let us buy one on time, we promise to reduce¹⁶⁰ the account as quickly as we can.

We are not sure what kind of radio to buy. The only place we have to¹⁸⁰ put it is in the dining room. It cannot be very wide nor very high. We want it to be clear but soft in²⁰⁰ tone, so that the noise will not annoy the people on the place adjoining ours. What would be your choice from their point of²²⁰ view?

There is one more question I should like to ask. There is no water piped into the house but we have the pump outside.²⁴⁰ What kind of small engine would you have that could be used to do the pumping? The well is sunk about fifty feet²⁶⁰ above the house. There is a lot of available lumber lying about, which would be suitable for a shed²⁸⁰ for the protection of the engine. My son, who is unemployed at present, can put it in.

I regret troubling³⁰⁰ you with so many problems, but your help has been so valuable that I am asking for your judgment once more.³²⁰

A Thought or Two

by ALBERT EINSTEIN

Strange is our situation here upon earth. Each of us comes for a short visit, not knowing why, yet sometimes seeming²⁰ to divine a purpose.

From the standpoint of daily life, however, there is one thing we do know: that man is⁴⁰ here for the sake of other men—above all for those upon whose smile and well-being our own happiness depends,⁶⁰ and also for the countless unknown souls with whose fate we are connected by a bond of sympathy. Many times⁸⁰ a day I realize how much my own outer and inner life is built upon the labors of my fellow men,¹⁰⁰ both living and dead, and how earnestly I must exert myself in order to give in return as much as I¹²⁰ have received. My peace of mind is often troubled by the depressing sense that I have borrowed too heavily from¹⁴⁰ the work of other men. (144)

Our Food—Part I

By MARIE MAHAFFY

South St. Paul High School

Written specially for Use with Chapter Six
of the Manual

Perhaps you had the pleasure lately of eating fresh wheat rolls, or have steamed rice occasionally, besides meat,²⁰ *vegetables*, and fruit for a meal. But have you ever stopped to ponder how many individuals and machines⁴⁰ were responsible for even one kind of food found on your table? Suppose, for instance, we consider bread. There⁶⁰ are, of course, many different grains besides wheat used for bread, by natives of other countries, but we depend chiefly⁸⁰ upon this, and the wheat yield alone is many hundreds of tons yearly. Let us review some of the processes¹⁰⁰ that take place in the growing and merchandising of this important product, and acquaint ourselves with one of¹²⁰ the world's great industries.

First, there are vast tracts of land, either owned or rented for wheat ranches. Winter wheat is planted¹⁴⁰ in September and October, where the winters are not cold, but for planting spring wheat, the soil is prepared¹⁶⁰ by grinding with harrows in February or March, as soon as the ground is free from frost. The planting is done with¹⁸⁰ drills, and as there is not a long summer in wheat lands, the work must be finished with dispatch, and hundreds of men are²⁰⁰ busy preparing the fields and planting the grain.

After the planting is over, there is not much to be done until²²⁰ July or August, except to allow the sun and rain to ripen the grain. When the heads begin to droop in²⁴⁰ the wind, the owner knows that the grain has ripened and harvesting must begin promptly. There are many, different²⁶⁰ methods, by means of hand labor or horses and cattle, but improved machines have been invented which handle the²⁸⁰ reaping and threshing in record time. Usually the grain is held for a while in elevators until it³⁰⁰ is sent by railway to the mills to be ground into flour.

Methods of grinding the wheat into flour are en-



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tirely³³⁰ different from those of old times, when it was ground by hand and much of it spoiled in the process. Now the grain is first³⁴⁰ thoroughly cleaned with machines and washed with air, until there is no dirt left. Altogether it goes through six grindings³⁵⁰ before it is ready to be delivered to the *wholesale* houses as flour, and finally sold for individual³⁸⁰ household use, or to the baker.

In many lands rice takes the place of bread. It is grown in swampy lowlands⁴⁰⁰ of this country, of Asia, India and some of the islands of the sea. A wild rice is grown in Asia, but⁴²⁰ there is not any better grain than that native to our own country. In Japan, the rice fields are small and surrounded⁴⁴⁰ by banks of earth to prevent the escape of water in which the rice plants must be kept growing. Those who plant the⁴⁶⁰ rice wade in the water, bending over to set the sprouts in the mud. Water is pumped by hand into the fields in⁴⁸⁰ Japan and China, and in some parts of Asia water *buffaloes* are blindfolded and made to drive wheels which bring⁵⁰⁰ the water from streams to the fields. When the grain has ripened it is a golden yellow and much like barley in⁵²⁰ appearance. In Asia it is cut entirely by hand with knives, after which the heads are pulled off from the stalks and the⁵⁴⁰ grain removed from the husks. As the grain sticks to the husks, it is ground off by stones or flailed on threshing floors, and the wind⁵⁶⁰ is allowed to remove the chaff. In this country, on the other hand, the grain is planted, threshed, cleaned and husked by machines;⁵⁸⁰ the fields are kept wet with steam pumps, and the yield is almost sufficient for our needs at present, so that we shall⁶⁰⁰ not be dependent upon other countries for this food for long, and may even be sending it around the world.⁶²⁰

The *vegetables* and fruits coming fresh to our tables from January to December are not those which have⁶⁴⁰ just happened to be ripe at the time, but are the outcome of much previous detailed planning, in order to⁶⁶⁰ enable them to be produced in sufficient quantities and at a definite time so as to assure a profit.⁶⁸⁰ Much time has been spent in the endeavor to secure plants that will ripen their fruits quickly, that will stand the colder⁷⁰⁰ climates, and that will not be spoiled in delivery by railroad, so that we can have almost any food of⁷²⁰ which we are fond at any time and for a reasonable price. For all this we must give credit to the present⁷⁴⁰ day spirit of discovery, determination and industry. (752)

Maxims of John Wanamaker

Sometimes our best friends see the best in us, and that calls out of them the best they have to give us. (16)

. . . .

He who for himself makes not good choice, seldom makes good choice for others. (12)

. . . .

Trusting a man who once fell down, and giving him another chance, is one of the best ways to put him on his feet⁸⁰ again. (21)

What Makes Men Leaders ?

By COL. LEONARD P. AYERS

In "Forbes Magazine"

After much careful observation, I have come to the conclusion that, despite all the apparent contradictions²⁰ of observable evidence, there are four characteristics that are shared in common by almost all real⁴⁰ leaders.

In the first place, and as a solid foundation for their other qualities, they possess *knowledge of the*⁶⁰ *field* in which they work.

In the second place, leaders have *courage*, and in part they have it because they know their jobs. The⁸⁰ man who is doubtful is sure to be slow and timid, while the one who knows that he knows, is prompt and courageous. But¹⁰⁰ leaders have an additional sort of courage which consists in being willing to take a chance. They try to be¹²⁰ sure about what is the best thing to do, and when that is impossible they act as though they were sure and go ahead¹⁴⁰ anyway.

A third quality of leaders is *activity*, and this in turn is partly dependent upon¹⁶⁰ their store of general and special courage. They are continually doing something. If they do not know¹⁸⁰ what to do in a situation that demands action, they do something. By doing something all the time, and being²⁰⁰ right most of the time, they get a great deal accomplished.

The fourth common quality of leadership is the one²²⁰ I have characterized as being the controlling factor in the power to earn. It is the gift of people²⁴⁰ It is *the ability to influence the actions of others*. It is an effectiveness in contacts with²⁶⁰ one's fellowmen. It is talent for human relationships. It might be termed a sort of social skill. In last²⁸⁰ analysis it might be described as the ability to see things from the other person's point of view, and to³⁰⁰ make him see things from your point of view.

The exercise of this quality largely depends on the ability³²⁰ to speak and write. One thing that leaders can always do is to *communicate their thoughts to others*, and this is true³⁴⁰ even in those cases where they have the reputation of being characteristically taciturn. . . . To³⁶⁰ the man who can express his thoughts in words so as to influence the rest of us, society gives its great rewards. (380)

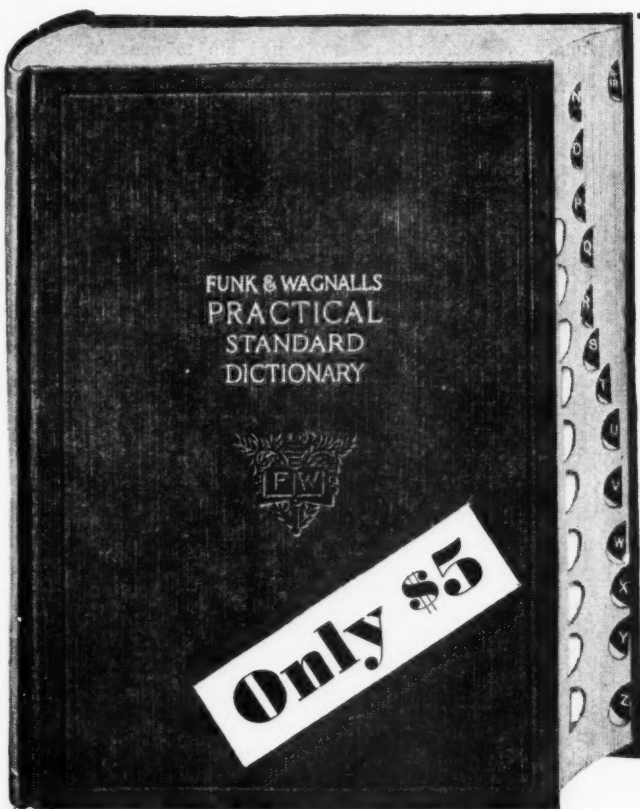
Actual Business Letters

Submitted by Jean Welsh, Massillon, Ohio, and Lorraine F. Dahis, Glenolden, Pennsylvania

Mr. Neal Bassett
135 Pearl Street
Cleveland, Ohio

Dear Mr. Bassett:

Please find enclosed windstorm⁸⁰ policy covering your dwelling in the amount of three thousand dollars and garage in the amount of⁴⁰ three hundred



Actual size, 9½x6¾x1½ inches

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dollars for a period of three years, from January 5, 1936, to⁸⁰ January 5, 1939.

We have delivered your fire insurance policy to The First Savings⁸⁰ and Loan Company.

Thanking you for your past favors and assuring you that your interests will receive the¹⁰⁰ prompt attention of this agency, we are,

Yours very truly, (111)

Mr. H. G. Hilliard
812 American Trust Building
Charlotte, North Carolina

Dear Mr. Hilliard:²⁰

Re: BB1599—BB5941
THE JEFFERSON⁴⁰ BANK

We have delayed replying to your letter of November 20 until we have completed our computation⁹⁰ of the experience of the Jefferson Bank's Burglary and Robbery business. We wrote you the other⁸⁰ day stating that our loss ratio on this entire business was 87%. We find, however,¹⁰⁰ that the experience of the bonding department with this same bank last year was excellent.

With regard to the¹²⁰ policies in caption, as we informed you recently, we have lost faith in the efficacy of delayed time¹⁴⁰ locks owing to an unfortunate experience we have just had with a bank in Dayton, Ohio, where a¹⁶⁰ delayed time lock was used and was proved to be useless. We still have faith in the efficacy of tear gas and also¹⁸⁰ in bandit-resisting enclosures, which we believe are quite expensive.

Do you suppose that in view of the²⁰⁰ adverse experience of this bank you could induce them to pay more premium? If you can double the premiums²²⁰ for both policies we will waive our recommendations and give the risk a further trial. Otherwise we cannot²⁴⁰ see our way clear to experiment any further and will have to ask you kindly to take up the policies²⁶⁰ and return them to us for cancellation.

In view of the fact that there is another company who has²⁸⁰ expressed their willingness to take this risk, our request should not embarrass you.

Yours truly, (296)

Funny Stories

Christmas Morning

Dimples (examining her Christmas doll): Buddy, how do you suppose Santa Claus got pieces just like mamma's skirt³⁰ to make dollie's dress?

Buddy: I don't know unless maybe Mrs. Santa Claus buys remnants. (36)

A Complicated Schedule

"Remember," said the wife, "to meet me at the Biltmore for lunch at twelve."

"Very well, dear," replied her husband, "but please³⁰ be there by one, as I have an appointment with a woman client at three, and can't wait any

longer than two⁴⁰ if I am to meet her at four." (46)

Turning Them to Account

"Where did you find this wonderful follow-up system? It would get money out of anybody."

"I simply compiled²⁰ and adapted the letters my son sent me from college." (35)

How About It?

Teacher: Tommy, can you tell me how iron was discovered?

Tommy: I heard papa say the other day that they²⁰ smelt it. (21)

Unexpected Sympathy

Wife (with new fur coat): You know, Harold, one really can't help feeling sorry for the poor thing that was skinned for this.

Hubby²⁰ (looking at empty pocketbook): I appreciate your sympathy, dear. (34)

Asking the Impossible

Mrs. Rastus: Rastus! Rastus! Wake up.

Rastus: I can't.

"Why can't you?"

"I ain't asleep." (15)

And Did He?

The Prisoner: There goes my hat! Shall I run after it?

Policeman: What! Run away and never come back again?²⁰ You stand here and I'll run after your hat. (27)

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